Commonwealth of Kentucky

Revised Consolidated State Plan
Under The Every Student Succeeds Act

Using the Revised State Template
U.S. Department of Education
Issued: March 2019
OMB Number: 1810-0576
Expiration Date: September 30, 2017

Kentucky Department of Education
Kevin C. Brown
Interim Commissioner of Education

February 3, 2020

Andy Beshear
Governor

Jacqueline Coleman
Secretary
Education and
Workforce Development Cabinet

Kevin C. Brown
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

300 Sower Boulevard • Frankfort, Kentucky 40601
Phone: (502) 564-3141 • www.education.ky.gov

February 3, 2020

Dear Secretary DeVos:

The Kentucky Department of Education (KDE) and I appreciate the opportunity to continue our conversation with the U.S. Department of Education and amend our plan, based on our conditional approval.

For your review, I outlined our proposed revisions, including:

- Plan Introduction: revised the criteria for the identification of schools for Targeted Support and Improvement and Additional Targeted Support and Improvement and clarified that, beginning in 2021, schools will be identified for Comprehensive Support and Improvement once every three years; updated the status of school accountability state statutes and regulation and included links to Kentucky Board of Education meetings; revised ESSA and Kentucky Indicator charts; additional details provided for Achievement Gaps and Quality of School Climate and Safety surveys; provided detail on the implementation and review of Kentucky's new 5-star rating system and upcoming testing plan;
- Section A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies. Challenging State Academic Standards and Assessments: updated to reflect status of content standards adoption;
- Section A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies. Statewide Accountability System and School Support and Improvement Activities: Indicators: added grade 12 non-graduates to the Transition Readiness Indicator, provided additional details on the Quality of School Climate and Safety surveys as required by the USED during the last negotiation of Kentucky's ESSA State Plan, and removed language on the alternate diploma as it was unclear;
- Section A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies. Statewide Accountability System and School Support and Improvement Activities. Annual Meaningful Differentiation: revised plan for accountability standards review and implementation;
- Section A. Title I, Part A. Improving Basic Programs Operated by Local Education Agencies. Identification of Schools: revised the criteria for the identification of schools for Targeted Support and Improvement and Additional Targeted Support and Improvement and clarify that, beginning in 2021, schools will be identified for Comprehensive Support and Improvement once every three years; updated ESSA and Kentucky Indicator charts;

- Section A. Title I, Part A. Improving Basic Programs Operated by Local Education Agencies. School Conditions: removed language that referenced the Kentucky Center for Instructional Discipline as it ceased to operate in 2019, added language to clarify the role of the SIAC and removed language referencing Career Cruising which is a product no longer provided at the state level;
- Section E. Title III, Part A, Subpart 1: revised State Education Agency support for processes related to English learners and entrance and exit procedures, including referencing throughout this section and the state plan at-large ACCESS for ELs instead of ACCESS 2.0;
- Section G. Title IV, Part B. 21st Century Community Learning Centers: revised the criteria for the identification of schools for Targeted Support and Improvement and Additional Targeted Support and Improvement and clarify that, beginning in 2021, schools will be identified for Comprehensive Support and Improvement once every three years; and,
- Appendix A: revised interim goals and measures of interim progress.

We look forward to discussing the plan with you and your staff at the U.S. Department of Education and are glad to respond to any questions that may arise.

Sincerely,

Kevin C. Brown
Interim Commissioner of Education

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Table of Contents

Cover Page

Contact Information	Email / Phone
SEA Contact (Name and Position): Jennifer Fraker, Executive Director Office of the Commissioner of Education	Telephone: (502) 564-9850
Mailing Address: Kentucky Department of Education 300 Sower Blvd. 5th Floor, Commissioner's Office Frankfort, KY 40601	Email Address: jennifer.fraker@education.ky.gov

By signing this document, I assure that:

To the best of my knowledge and belief, all information and data included in this plan are true and correct.

The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Name and Signatures	Date and Contact
Authorized SEA Representative (Printed Name) **Kevin C. Brown, Interim Commissioner of Education**	Telephone: (502) 564-3141, ext. 4806
Signature of Authorized SEA Representative	Date: 9/15/17 Resubmission Date: 2/8/18, 3/16/18, 4/11/18, 3/1/19, 5/1/19, 5/31/19, 12/12/19, 2/3/2020
Governor (Printed Name) **Andy Beshear**	Date SEA provided plan to the Governor under ESEA section 8540: 8/14/17 Date SEA provided plan to the Governor under ESEA section 8540: 2/20/2019, 5/28/2019
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Plan Introduction

In December 2015, the Every Student Succeeds Act (ESSA) replaced the No Child Left Behind (NCLB) Act as federal education law and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA).

The new law has a clear goal of ensuring our education system prepares every child to graduate from high school ready to thrive in college and careers. ESSA includes some provisions that promote equitable access to educational opportunity, including holding all students to high academic standards and ensuring meaningful action is taken to improve the lowest-performing schools and schools with underperforming student groups.

Kentucky's Approach to ESSA

From the days of the Kentucky Education Reform Act in 1990, Kentucky has a long history of taking action in the best interest of our children. We do not believe in doing what is easy. We believe in doing what is right. In 2017, the Kentucky General Assembly passed, and the Governor signed sweeping education legislation (**Senate Bill 1**) that addresses standards, assessments, accountability and school improvement in concert with the requirements of ESSA. Also, in 2017, the General Assembly authorized charter schools (**HB 520**), creating additional educational opportunities for Kentucky's students.

Additionally, during the 2019 legislative session, the Kentucky General Assembly passed and the Governor signed **Senate Bill 175 (SB 175)** to further refine Kentucky's implementation of ESSA, particularly as it relates to the development of standards and assessments, postsecondary readiness, and the identification of schools for targeted support and improvement.

ESSA and these state laws present an opportunity for Kentucky to renew its commitment to provide a world-class education for all students regardless of the color of their skin, their heritage, the language they speak, their family income, where they live, or whether they have a disability.

These laws have empowered Kentuckians with the freedom to plan, innovate, design and implement a quality education system that is unique to Kentucky, based on Kentucky ideals and values and will ensure opportunity and promote success for all Kentucky students. Kentucky also will provide equitable services to non-public students as required by ESSA for the various federal programs.

As Kentuckians engaged in the development of a new accountability system under ESSA and Senate Bill 1 (2017), the Kentucky Board of Education (KBE) revised its vision and the Kentucky Department of Education (KDE) simultaneously engaged in a comprehensive strategic planning process designed to bring the department's work into alignment with ESSA and new state laws.

The board's vision that each and every student is empowered and equipped to pursue a successful future; the department's mission to partner with districts (*also referred to as LEAs in the accountability regulation, 703 KAR 5:270*), schools, and education stakeholders to provide service, support and leadership to ensure success for each and every student; and the department's underlying values of equity, achievement, collaboration, and integrity, provide coherence with the state's new accountability system and Consolidated State Plan which reflect these beliefs and values.

In Kentucky:

- We value **equity** so that all of our students will have the opportunity to graduate from high school with the education and skills they need to go to college or start a career of their choice.
- We value **high achievement** in academics and selection of the careers of students' choice as well as a well-rounded education for every student.
- We value **integrity** – being open, honest and transparent. We base decisions on multiple, accurate and applicable sources of evidence. We exhibit leadership, service and support in the programs and systems that promote excellence in teaching and learning in meeting the goal of every student being prepared for the next step. We value **collaboration** that promotes mutual learning, maximizing resources, improving programs and services and increasing opportunities and outcomes for all students.

The Kentucky Department of Education's Strategic Plan includes state-level goals of student readiness and agency goals that support Kentucky's State Plan by cultivating conditions for all schools and districts to achieve equitable and comprehensive success for all students and promoting a culture of collaboration and continuous improvement.

Kentucky's Consolidated State Plan is built on a foundation of rigorous standards across all academic areas and high expectations for all students. We take an intentional focus on improving low-performing students and closing the achievement gap between student groups. All indicators in our accountability system will be disaggregated and reported by student group if the group size is ten or above. Kentucky's plan for closing gaps is to move all children up, but to do so faster for those at the lowest performance levels. Through the State Plan, we will make changes to close and eliminate gaps whenever possible.

Our Consolidated State Plan ensures that:

- resources are allocated to support the learning of all students;
- all students have access to rigorous academic standards, coursework and aligned assessments;
- the accountability system moves away from a system of competition among schools and districts, and away from a mentality of compliance in favor of a mindset that promotes continuous improvement;
- the school report card provides a more complete (with academic and non-academic indicators) and transparent view of each school's and district's strengths and weaknesses; and
- support is provided to schools with low performance and very low-performing student groups.

A Focus on the Future of Kentucky

Kentucky's State Plan reinforces the Commonwealth's overall strategy to grow the state's economy and improve workforce development. Former Governor Matt Bevin, lawmakers and state agency leaders have made it a priority that Kentucky be able to attract new employers and

successfully fill jobs statewide with well-educated and skilled individuals from Kentucky. Kentucky's current Governor, Andy Beshear, upon his election, stated education will be a top priority of his administration.

Kentucky's Consolidated State Plan spotlights career and technical education (CTE) as a viable means to a high school diploma and preparation for postsecondary education and a career. Kentucky's approach continues to blend the lines between traditional academics and career and technical education without sacrificing the quality of either. The state's effective career pathway system includes opportunities for students to obtain a strong academic foundation along with career and technical content that is provided through seamless programs of study at the high school and postsecondary levels that lead to certifications and credentials.

Special emphasis has been placed on the ability to prepare students for the state's five highest demand industry sectors:

- Advanced Manufacturing
- Business and IT Services
- Construction
- Healthcare
- Transportation and Logistics

A job-needs analysis has defined these sectors and the corresponding career pathways that support them for each region of the state and our schools are aligning programs and offerings to equip graduates to meet the demand.

The state's new accountability system recognizes options for a student to pursue an industry certification, especially in the state's high-demand industries; engage in an approved apprenticeship; or earn dual and/or articulated credit in approved career and technical education courses while still in high school. Opportunities such as the Dual Credit Scholarship and the Work Ready Kentucky Scholarship have made it possible for high school students to earn multiple college credits at no cost before even completing high school.

Kentucky's Accountability System Overview

At the heart of Kentucky's State Plan is the state's newly redesigned accountability system. The system has students at its center – ensuring they are well-rounded, transition-ready, and empowered and equipped to successfully pursue the pathway of their choice after graduating from high school. The indicators of the multi-dimensional system work together to support several important concepts that promote a valuable educational experience for all of Kentucky's students:

- Stimulate higher levels of student learning and achievement;
- Reduce achievement gaps and ensure equity;
- Build a culture of high expectations and continuous improvement;
- Support the quality of school climate and safety; and
- Communicate a clear and honest understanding of the strengths and opportunities for improvement in Kentucky's schools and districts.

The system uses multiple academic and school quality measures, not a single test or indicator. An overall rating is determined by setting standards for low to high performance on the following indicators: proficiency in reading and mathematics, separate other academic indicator for science, social studies, and writing, growth, transition readiness, graduation rate, and quality of school climate and safety. Performance on these indicators will contribute to a school's/district's overall accountability rating. Academics will count significantly more than school quality factors. Additional information will be publicly reported to provide a complete picture of education in Kentucky.

KDE staff consulted with the KBE as the accountability system was developed (**February 7, 2017**, Item III. and **April 11, 2017 meeting**, Item III.) and brought the regulation that provides the specifics of the system before the board (**June 7, 2017 meeting**, Item XXI.) for a first reading. Feedback was gathered from board members on potential edits to the regulation and the revised regulation came back to the KBE (**August 2, 2017 meeting**, Item III) for a second reading. A third reading and approval of 703 KAR 5:270, Kentucky's accountability system, occurred during a special called meeting on **August 23, 2017** (Item VI.A.).

In spring 2018, 703 KAR 5:270, Kentucky's accountability system, was reviewed and accepted by the Legislative Research Commission's legislative committees. Based on the approved regulation, 2017-2018 results were reported to the KBE (October 2, 2018 meeting, Item XI).

Following the results presentation, the KBE (October 3, 2018 meeting, Item V) discussed for a first read amendments to the Transition Readiness Indicator in Kentucky's Accountability Regulation, 703 KAR 5:270. During the discussion, Former Commissioner Lewis directed Associate Commissioner Sims to convene a workgroup to discuss the growth indicator and bring back recommendations.

In December 2018, the KBE discussed the recommendations from the growth indicator workgroup (December 5, 2018 meeting, Item XIII) and had a second read (December 5, 2018 meeting, Item XIV) of the accountability regulation. The board approved the recommendations and the regulation was filed for public comment. The regulation was approved by the Kentucky Board of Education at its February 6, 2019 meeting.

After the February 2019 board meeting, the regulation was filed with the Legislative Research Commission to move through the legislative review committees. During this time, the Kentucky General Assembly was in session and passed state legislation that required an amendment to Kentucky's accountability regulation. Senate Bill 175 (2019) changed the requirements for post-secondary readiness under our Transition Readiness Indicator. The Kentucky Board of Education amended the regulation at its April 10, 2019 meeting (Item XII.A.2.) to align the regulation to new state law. The amended regulation was refiled with an amendment to the Legislative Research Commission and then finished to move through the regulatory process and became effective May 31, 2019.

In September 2019, staff at the KDE were informed by the United States Department of Education that the calculation for the Transition Readiness Indicator in the accountability system needed to include all grade 12 students, not just those who graduate. The accountability regulation included a detailed explanation of how transition readiness shall be calculated, and it

did not include all grade 12 students. After receiving feedback that all grade 12 students must be included, the accountability regulation was presented back to the Board at its December 4, 2019 meeting (Item XIX.A.1.) for an amendment to the Transition Readiness Indicator. The Board approved the amendment and agreed to waive the second reading of the regulation so that the regulation would move through the regulatory process quicker and become effective with the federally required changes.

Currently, the regulation is under a sixty-day public comment period until February 29, 2020 that is required by law. After comments are received, the department will respond to comments and present a Statement of Consideration to the board at its April 2020 meeting. If the board approves, then the regulation will be filed with the Legislative Research Commission and move through the legislative committees with a tentative new effective date in summer 2020.

Below is a high-level summary of the proposed complete accountability system. Indicators that align to ESSA requirements will be used in 2018-2019 reporting to identify low performing schools. See Tables A and B below for explanation of alignment to ESSA.

Kentucky's Accountability System at a Glance

Indicators	Measures
Proficiency *Reaching the desired level of knowledge and skills in reading and mathematics as measured on*	• Student performance on state-required tests in reading and mathematics (equal weight for each). • Schools earn credit based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25). • Student performance aggregated to school, district and state levels.
Separate Other Academic Indicator *Reaching the desired level of knowledge and skills in science, social studies and writing as academic assessments.*	• Student performance on state-required tests in science, social studies and writing (equal weight for each). • Schools earn credit based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25). • Student performance aggregated to school, district and state levels.
Growth (elementary/ middle schools only) *A student's continuous improvement toward the goal of proficiency and beyond.*	• Comparing prior year to current year student performance in reading and mathematics (equal weight) as measured on state assessments. • Performance categories of novice and apprentice are subdivided into low and high (e.g. novice high, apprentice low). • Credit is based on a growth value table. Students earn credit 1) proportional to the amount of growth (e.g. growth from novice to distinguished earns more points than growth from novice to apprentice) and 2) for maintaining performance levels (e.g. proficient to proficient).
English Language Proficiency (ELP) Growth	• In elementary and middle schools, English learners earn credit as they make progress toward achieving English proficiency.

Graduation Rate (high school only) *Percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning in grade 9.*	• The graduation rate is measured by the number of students who graduate within a specified period divided by the number of students who form the adjusted cohort for the graduating class. • Kentucky uses a 4-year and an extended 5-year adjusted cohort in accountability (weighted equally), which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. • Schools with a graduation rate of less than 80% based on the 4-year adjusted cohort rate will be identified for Comprehensive Support and Improvement.
Transition Readiness *Attainment of the knowledge, skills and dispositions for a student to successfully transition to the next level of his or her education career*	• Schools earn credit when students earn a regular or alternative high school diploma and achieve academic readiness or career readiness (additional credit for those in high-demand sectors).
Progress Toward English Language Proficiency (ELP) Transition	• In high schools, English learners demonstrate progress toward English language proficiency to earn credit for being English language ready. Kentucky's long-term goal increases the proportion of proficient English language learner (EL) students making significant progress toward becoming proficient in the English language.
Quality of School Climate and Safety *Provides insight into the school environment.*	• Measures include perception data from surveys that offer an awareness of the school atmosphere.

The Overall Accountability Rating

In fall 2019, each school and district (LEA) will be was assigned an overall rating using a five (5) star system to communicate performance of schools, with one (1) star being the lowest rating and five (5) stars being the highest rating. Performance of schools, LEAs and state will be reported by level (elementary, middle and high) based on a composite score that aggregates scores from individual indicators. Federal designations of Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) will be assigned to each school meeting the criteria. Any achievement gaps within the school, district or state found to be practically and statistically significant will also be reported. Having a statistically significant achievement gap also effects the overall rating. If achievement gaps are found in schools and LEAs earning a four (4) or five (5) star rating, the star rating will be reduced by one (1) star. Beginning with the 2020-2021 school year, and annually thereafter, the department will identify a school for targeted support and improvement (TSI).

The tables below demonstrate the alignment of Kentucky's accountability indicators to the Every Student Succeeds Act (ESSA). Beginning in 2019-2020 all indicators will be used to identify schools in the 5-star rating system.

TABLE A

Alignment of ESSA and Kentucky Indicators
Elementary/Middle Schools

Elementary/Middle School	**2019-2020 and beyond**
ESSA-Academic Achievement Indicator	
KY – Proficiency – Reading and Mathematics Based upon: Grades 3-8 Reading & Mathematics	5-Star System
ESSA-Other Academic Indicator	
KY – Growth - Reading and Mathematics Based upon: Grades 3-8 Reading & Mathematics	5-Star System
***KY – Separate Academic Indicator for Science** Based upon: Grades 4 & 7 Science	5-Star System
ESSA-English Language Proficiency (ELP) Indicator	
KY – English Learner Growth Based upon: WIDA ACCESS	5-Star System
ESSA-School Quality or Student Success Indicator(s)	
KY – Quality of School Climate and Safety (beginning 2019-2020)	5-Star System
***KY – Separate Academic Indicator for Social Studies and Writing**	5-Star System

*The Separate Academic Indicator for science, social studies and writing is separated in the table to demonstrate federal alignment.

TABLE B
Alignment of ESSA and Kentucky Indicators
High Schools

High School	2019-2020 and beyond
ESSA-Academic Achievement Indicator	
KY - Proficiency-Reading and Mathematics	5-Star System
	Criterion Referenced KY-Summative Assessments: Reading/Math Subject Test Scores
ESSA-Graduation Rate	
***KY - Graduation Rate** Based upon: 4 and 5 Year Rate	5-Star System
ESSA-English Language Proficiency (ELP) Indicator	
KY - English Learner Transition Based upon progress toward proficiency on WIDA Access	5-Star System
ESSA-School Quality or Student Success Indicator(s)	
KY - Quality of School Climate and Safety (beginning 2019-2020)	5-Star System
KY - Separate Academic Indicator for Science, Social Studies and Writing	5-Star System
	Customized KY-Summative Assessments: Science, Social Studies**, and Writing
KY - Transition Readiness	5-Star System

High School	2019-2020 and beyond
Based upon: Academic and Career measures	Full Set of Measures

*High schools with a four-year graduation rate below 80 are identified as CSI.

**Social studies will be used in accountability in 2020-2021.

Accountability System Highlights

- The accountability system fully complies with ESSA requirements, based on measures in each of the required ESSA indicators and identification of schools for Comprehensive and Additional Targeted Support and Improvement beginning fall 2018.
- Equity and excellence are at the center of the system with other components designed to close the achievement gap faster.
- While reading and mathematics are academic achievement measures, as required by ESSA, writing, science, and social studies are included, where appropriate, to promote a well-rounded educational experience and the opportunity for students to demonstrate math and reading skills in other content areas.
- The growth indicator is based on individual student performance and his/her performance from one year to another rather than a comparison to other students.
- The School Quality/Student Success Indicator in high school includes measures of "transition readiness" that reflect Kentucky's long-standing work to develop strong measures for both indicators and gives students choice by offering academic readiness and career readiness.
- Special attention has been given to ensure the system is fair, reliable, minimizes "gaming" and reduces other unintended consequences.
- The accountability system also includes an optional competency-based education and assessment pilot. At the heart of competency-based assessment is a commitment to ensure students master standards.
- The proposed accountability system is intended to be flexible so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures for the system are developed.

Accountability Reporting

A school's and district's performance were reported in fall 2019 and will continue to be reported in an online report card. The report for each school or district contains graphics displaying the overall identification of one to five stars, federal designations (i.e., CSI and ATSI), the performance on indicators (from very low to very high), and any achievement gaps within the school, district or state found to be practically and statistically significant.

Beginning with the 2020-2021 school year, and annually thereafter, the department will identify schools for targeted support and improvement (TSI).

Kentucky's accountability system includes indicators that contribute to a formal accountability rating. Other educational factors are reported on the School Report Card in a school profile report to provide a broader view of performance through information that is clear, accurate, evaluated and actionable.

The disaggregation of individual student group data is accessible at the click of a mouse or keyboard stroke, as will the reported-only factors.

Long-term and interim goals were developed based on performance in the 2018-2019 school year. Progress toward these goals will be reported annually.

Parents and guardians will still receive individual reports for their students' performance on state assessments. Below is an example of the graphics used to display data within Kentucky's 2018-2019 School Report Card. The reporting will be adapted in the future as additional measures are developed.

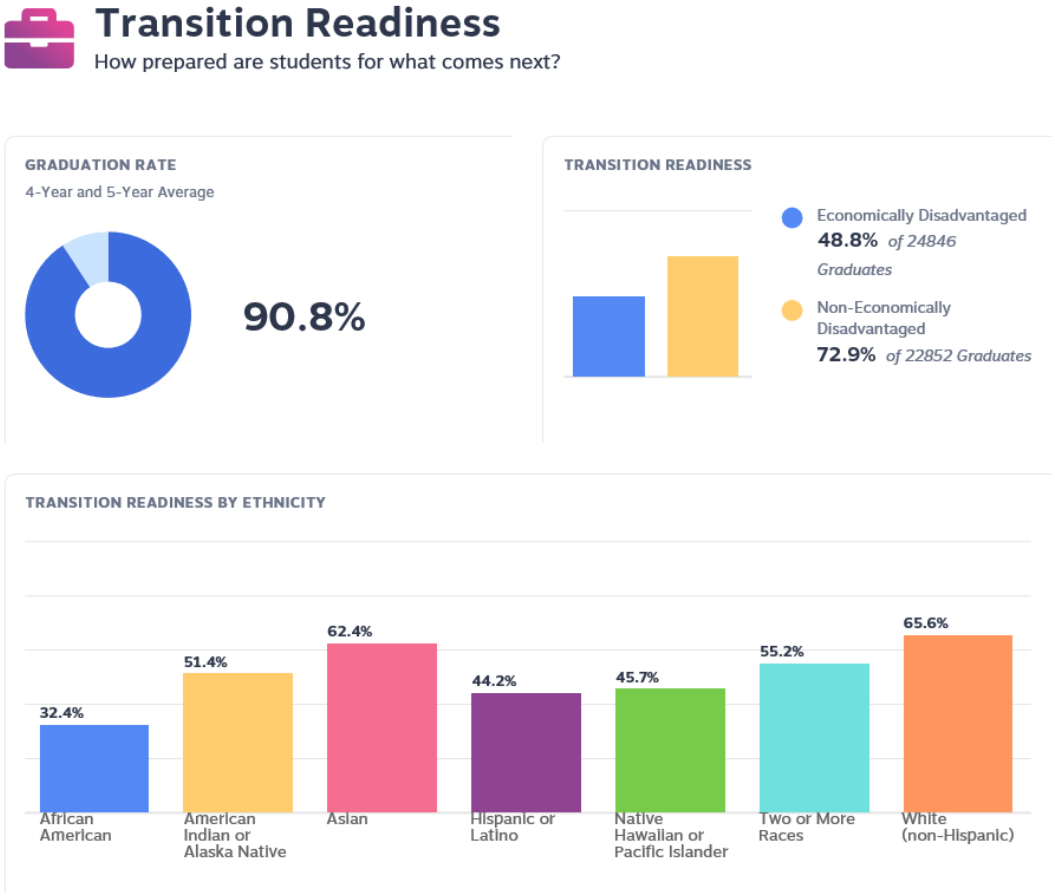
Closing Achievement Gap Is Central Focus

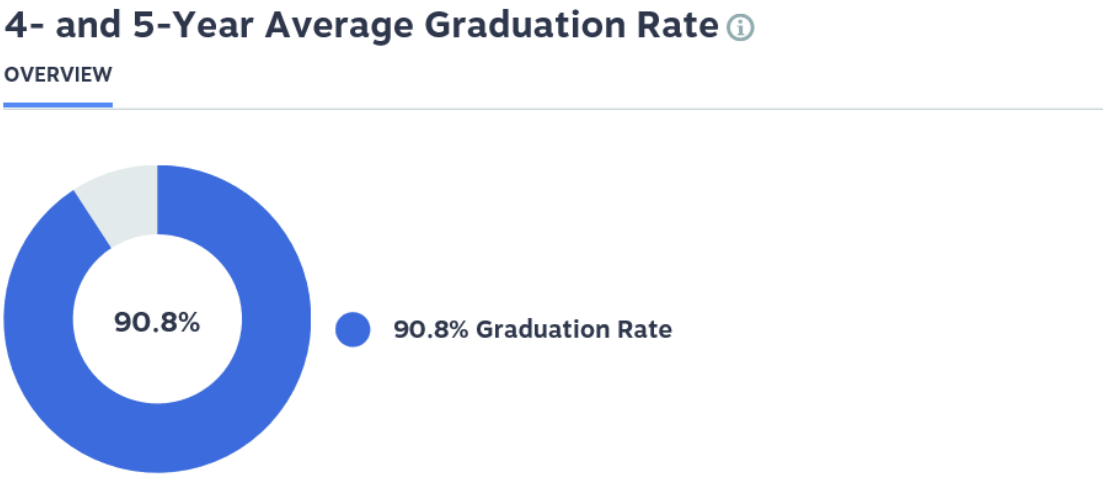
Throughout the new accountability system is an intentional focus on improving the performance of students that are low-performing and closing the gap between the performances of student groups. All indicators in the system are disaggregated and reported by student group, if the group size is ten or above. Through the collection of quality of school climate and safety survey data, schools will receive valuable information on school climate, students' relationships to their teachers, student or parent engagement, and how safe the school is perceived. These are potentially powerful new catalysts for school improvement and student achievement. The theory of action is that Kentucky will see the gap between student group performances decrease, if all students are engaged, held to high expectations and feel protected. A key principle is to hold all students to the same rigorous standards for proficient performance and transition readiness. In the Proficiency indicator, weighting increases as students move from the student performance levels of apprentice to distinguished. No credit in the indicator is earned for the lowest level of novice. In the Growth indicator, the lowest performance levels of novice and apprentice are divided into low and high categories to provide a more precise measure of student movement toward the goal of proficient and above.

Identifying and publicly reporting achievement gaps within a school, district or state is the most direct communication method to raise awareness of existing gaps. The state is very transparent relative to this measure. It includes each student group with a minimum number of ten in reading and mathematics performance. Identification of achievement gaps are based on the comparison of gap to group performance. This measure will identify schools with practically and statistically significant achievement gaps and influence the school rating.

Note: The graphics below show two areas reported. The design will be developed annually based on measures for the reporting year.

School Report Card Section





School Improvement and Support

Kentucky has been recognized nationally for its success in the area of school improvement. (See the **study by Mass Insight**). Looking forward and considering the freedoms permitted in ESSA, Kentucky seeks to expand upon its successes to continue serving its struggling schools.

In accordance with the provisions of the Every Student Succeeds Act and Kentucky's **Senate Bill 1** (2017) and **Senate Bill 175** (2019), Title I and non-Title I schools with low accountability performance and ratings will be identified for Targeted Support and Improvement as well as Comprehensive Support and Improvement. Kentucky has chosen to identify both Title I and non-Title I schools in an effort to provide equitable support for all of the state's students.

- Targeted Support and Improvement –
  - ✓ Targeted Support and Improvement – Schools where one or more of the same subgroups are performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle, or high school) based on school performance, for three consecutive years (identified annually, beginning school year 2020-2021).
  - ✓ Additional Targeted Support and Improvement –
    - In the fall of 2018, schools that included one or more subgroups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle, or high school) based on school performance.
    - Beginning in the fall of 2021 and every three years thereafter, schools identified for Targeted Support and Improvement in the immediately preceding year that include one or more subgroups 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.
- Comprehensive Support and Improvement – Identified annually in 2018 and 2019. Kentucky will not identify CSI schools in 2020; however, beginning in the fall of 2021, schools will be identified once every three years if they are:
  - ✓ Bottom 5%of Title I or non-Title I schools (by level – elementary, middle, or high school); OR
  - ✓ A high school with less than an 80%graduation rate, based on the 4-year adjusted graduation rate; OR
  - ✓ A Title I or non-Title I school that was previously identified for Additional Targeted Support and Improvement for at least three years and has not exited.

The support provided by the state will be differentiated depending on school need, state capacity and other relevant factors.

The state regulation governing School Improvement and Support under ESSA and Senate Bill 1 became effective on August 6, 2018. These regulations are located at 703 KAR 5:225 and 703 KAR 5:280. 703 KAR 5:280 is currently being revised to align with this revised Consolidated State Plan, as approved.

Content Standards Revision

Kentucky has begun a standards development/revision and adoption process as specified in state statute per Kentucky **Senate Bill 1 (2017)** to include Kentucky educators, business and industry professionals and representatives from higher education. This process will allow for a thorough consideration by stakeholders to ensure the standards meet the needs of Kentucky's students.

Advisory Panels and a Standards and Assessment Review Committee for each content area will conduct the revision process. Stakeholder feedback is being gathered at the onset of the standards development process as well as during a public review/comment period so as to allow all Kentuckians an opportunity to participate.

A Standards and Assessment Process Review Committee will review the entire process that was used for revision/replacement to ensure that stakeholders had an adequate opportunity for input and if this committee finds that the process was sufficient, the recommended standards will go to the KBE for approval.

Once the Kentucky Board of Education approves the revised standards, they will proceed through the regulatory review process, including a public hearing and review by the Legislative Research Commission's legislative committees. Standards will be implemented in all Kentucky public schools no later than the second academic year following the revision process. As specified in Senate Bill 1 (2017), the current **Kentucky Academic Standards** (KAS) will remain in place until the revision process is completed and the new standards are adopted by the Kentucky Board of Education. Revisions to assessments, in order to align with the new standards, will lag behind the standards revisions by at least one year. The accountability system will adjust in the future to accommodate new content standards and assessments.

Reading and writing, mathematics, social studies, health education, physical education, and computer science and career studies standards began the revision process during 2017 and are now formally adopted. Following these, world languages, technology, and library/media standards will be revised. Then, revision of science standards will occur in 2020-2021 and revision of visual and performing arts standards in 2021-2022 will follow. Thereafter, revisions will occur on a rotating cycle every six years.

State Plan Goals

Goals provide concrete, measurable indicators of aspirations and benchmarks against which to measure progress. The goals are based on improvement of performance for a class of students starting in kindergarten for the first year of the plan and graduating in the year 2030. Intermediate goals were also established in three-year intervals from a 2018-2019 baseline to 2030.

In general, Kentucky's goals are to:

- Increase academic achievement significantly for all students in the state;
- Decrease the achievement gap to 100%proficiency of all students and each student group by 50%;
- Significantly increase the cohort graduation rate to 95%(four-year rate) and 96%(five-year extended rate) for all students and each student group through reducing by 50% the gap between the baseline and graduation rate and the end goals of 95% and 96%; and

- Increase the proportion of proficient English language learner (EL) students making significant progress toward becoming proficient in the English language.

Specific goals are set for each student group based on where it starts and the desired outcome. These are very ambitious goals. This rate of improvement has never been seen in Kentucky or any state in the nation. *(See specific goals in **Appendix A**,.)*

Improvement Over Previous Elementary and Secondary Education Act (ESEA) Plan and System of Accountability

Kentucky's Consolidated State Plan under ESSA transcends the previous system under its federal predecessor, NCLB, and provides real promise of finally closing achievement gaps and success for all students.

The theory of action is that Kentucky will see the gap between student group performances decrease if all students and student groups are held to the same high expectations.

Under NCLB, accountability became solely about test results, school performance and a narrowing of the curriculum. It created competition among schools and decision making that often served to support the best interest of adults rather than students. Kentucky's new accountability system places the focus back on the student.

The system provides an emphasis on strong, standards-based instruction and new assessments that are aligned with rigorous standards. It includes a broader view of student proficiency with the inclusion of science and social studies state assessment results, rather than just math and reading. A key principle is to hold all students to high expectations and the same rigorous standards for proficient performance and transition readiness.

While Kentucky's accountability system under ESSA does rely heavily on the results of state assessments for many of its indicators, it gets away from solely relying on "high-stakes testing" of the past by also incorporating measures of school climate and safety. Educators may benefit from survey data that provide actionable information on climate for learning, relationships between students, teachers and possibly parents, and approaches to teaching that are student centered.

Furthermore, the individual choices that are offered under the transition readiness indicator at the high school level provide students with real options for graduating from high school and either pursuing a career or going to college or a combination thereof.

Community Engagement and State Plan Development

KDE recognizes that ongoing and meaningful stakeholder engagement is essential to the effective development and successful implementation of Kentucky's State ESSA Plan.

Thus, the plan and more specifically its centerpiece, a new accountability system, has been developed by a very transparent and inclusive process over the last two years, with the input of thousands of Kentuckians.

In spring 2016, Former Commissioner of Education Stephen Pruitt and Associate Commissioner from the Office of Assessment and Accountability Rhonda Sims embarked upon a series of 10 face-to-face Town Hall meetings held across Kentucky and one conducted virtually. The Town Halls were publicized widely including on social media, by **partner organizations**, through the commissioner's weekly email to superintendents and principals, in the commissioner's blog and

in ***Kentucky Teacher***, the department's online publication for teachers. Participants told KDE what they valued in their schools and how they defined school success. There was strong media coverage of the actual events and an online survey provided additional opportunities for feedback. More than 3,000 people participated with KDE using the comments to shape the work that led to the development of the new accountability system and ultimately to the state plan.

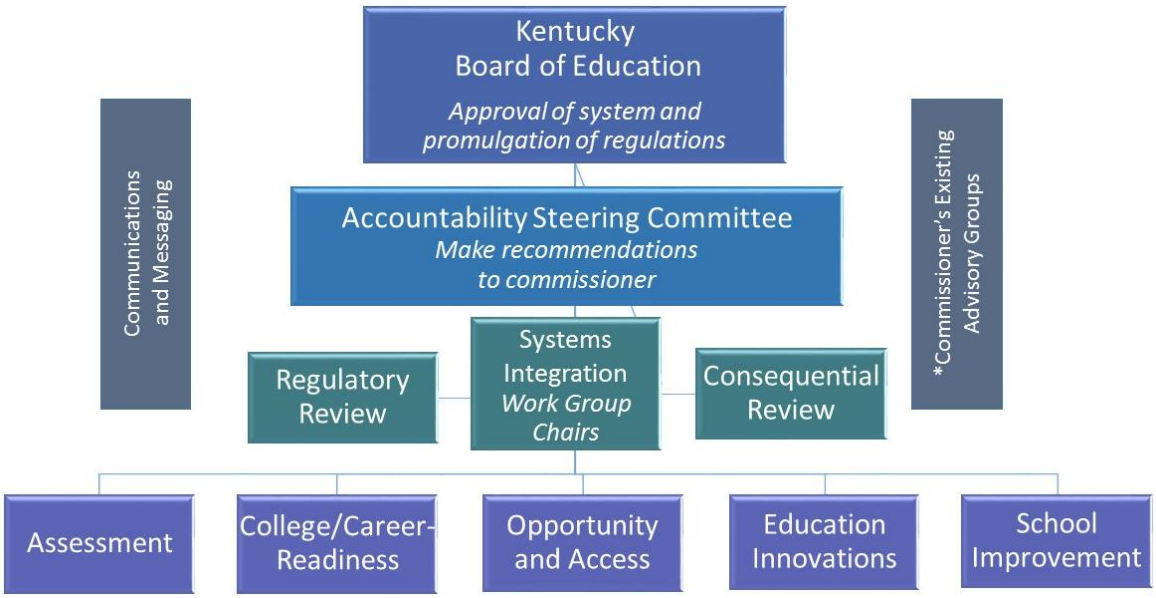
All during the process, department staff have been intentional in making sure representation from all stakeholder groups were at the table – on the Accountability Steering Committee and work groups – as a public education system was built under ESSA that would promote quality programs, school improvement, educational access and create more opportunities for all students. In summer 2016, KDE assembled nearly 200 diverse individuals and assigned them to work groups to examine the issues based on the system's goals and make recommendations on a new accountability system that would be a catalyst for school improvement and every child succeeding.

Five work groups conducted the detailed work in these areas: Educational Innovations, Opportunity and Access, College and Career Readiness, Assessment and School Improvement. Each work group consisted of approximately 10-30 persons selected for their expertise and diversity of perspective and experience.

Additionally, a Systems Integration work group was charged with integrating the work of the five work groups into a coherent set of recommendations that would specify the key design features of the accountability system. The Consequential Review work group would check for possible unintended consequences of the recommended system; and the Regulatory Review work group would check for possible legal issues, including whether the recommendations met federal and state requirements, whether any recommendations conflicted with federal and state requirements, and whether the recommendations implied any recommendations for requests for changes in state law.

See **Appendix C**, page 170 for a list of Steering Committee and Work Group meetings.

Developing Kentucky's Accountability System



*Updated regularly on progress and asked for input

As the accountability system developed, the department sought input through meetings with the commissioner's existing advisory groups which included **teachers**, **principals**, **superintendents**, **local school board members**, **parents**, **students** and representatives from **career and technical education**, **exceptional children**, **gifted and talented children** and the **School Curriculum, Assessment and Accountability Council** as well as partner groups and legislators.

In March 2017, with the basic tenants of a new system in place, the department once again embarked on a series of Town Hall meetings across the state and posted online resources as well as an additional online opportunity for feedback. Again, the meetings were publicized widely including on social media, by **partner** organizations, through the commissioner's weekly email to superintendents and principals, in the department's *Parent Info* newsletter and in ***Kentucky Teacher***. This time, more than 2,000 people participated and even more received the message about the configuration of the system through blogs and media coverage. The department developed a summary of comments that was further used to refine the accountability model.

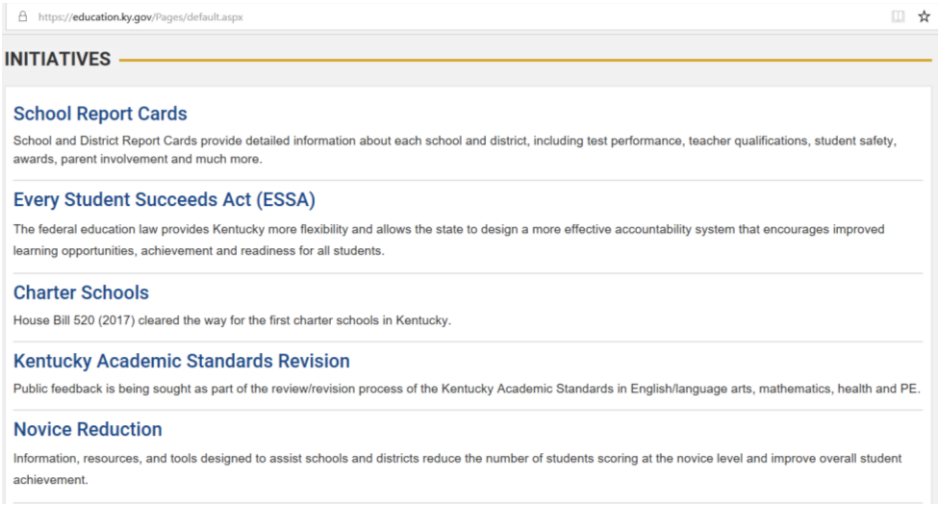
Additional community engagement opportunities included the commissioner's advisory councils and a wide array of speaking engagements Former Commissioner Pruitt made (see below beginning on p.28).

Also, each year the commissioner presents a State of Kentucky Education Report that documents current school performance, areas of excellence and identifies areas for improvement. The **2017 State of Kentucky Education Report** included an original research study, *A Focus on Equity for All Students*, which highlighted the achievement gap, disparity in expectations and the lack of opportunity and access for various student groups, which informed the new accountability system and Kentucky's Consolidated State Plan.

Finally, as the accountability system and State Plan were completed, the department sent out a notice of public comment on Wednesday, August 16, 2017, through a variety of communication channels. A final public comment period was provided from August 16-September 5, 2017 with comments accepted through email, mail and an online survey.

Changes were made to the plan as a result of reviewing the comments.

Below is a screenshot of the **Kentucky Department of Education website's** main page with a link to the ESSA webpage.



Below is a screenshot of the **Kentucky Department of Education ESSA webpage.**

Every Student Succeeds Act (ESSA)

Published: 10/9/2019 3:46 PM

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. ESSA includes provisions that will help to ensure success for students and schools across the country, including Kentucky. According to the U.S. Department of Education, ESSA:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Under the federal Every Student Succeeds Act (ESSA), state education agencies, including the Kentucky Department of Education, are required to submit a plan detailing the implementation of the law and how federal education dollars will be spent. The latest version of Kentucky's Consolidated State Plan was most recently approved by the U.S. Department of Education in September 2019.

ESSA provided an opportunity for Kentucky to create a new accountability system that will be used as the basis to better our schools and celebrate their educational progress. The goal is to produce a system that will improve the education and readiness of ALL Kentucky students and is fair, reliable and valid. The Kentucky General Assembly provided further direction how the accountability system should work when it passed Senate Bill 1 (2017).

RESOURCES

The Every Student Succeeds Act (ESSA)

United States Department of Education (USED) ESSA webpage

Kentucky Senate Bill 1

Revised March 2019 State Plan for Public Comment

Communications

Kentucky's Consolidated State Plan - approved September 2019

Accountability at a Glance - updated 10/1/19

Transition Readiness - updated 7/2/19

The chart below illustrates many of the stakeholder opportunities that Kentucky residents had to provide input on the new accountability system during its development and refinement.

Stakeholder Engagement Opportunities

Date	Forum	Audience/Topic
March 14, 2016	Town Hall Meeting – Shelbyville	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
March 22, 2016	**Town Hall Meeting – Campbellsville**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
March 29, 2016	Town Hall Meeting – Owensboro	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
March 31, 2016	**Town Hall Meeting – Hazard**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 7, 2016	**Town Hall Meeting – Lexington**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 11, 2016	**Town Hall Meeting – Corbin**	Educators/Parents/ General Public – ESSA Requirements/

Date	Forum	Audience/Topic
		How Do You Define School Success?
April 18, 2016	**Town Hall Meeting – Ashland**	Educators/Parents/ General Public – ESSA Requirements/ – How Do You Define School Success?
April 21, 2016	**Town Hall Meeting – Louisville**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 25, 2016	**Town Hall Meeting – Northern Kentucky**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 27, 2016	**Town Hall Meeting – Bowling Green**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 28, 2016	**Town Hall Meeting – Murray**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
May 6, 2016	All Kentucky Department of Education (KDE) Town Hall Meeting	KDE Employees – ESSA Requirements/ How Do You Define School Success?
	Superintendent Summit	Superintendents – ESSA Requirements/ How Do You Define School Success?
	How Do You Define School Success Survey	Educators/Parents/ General Public – How Do You Define School Success?
June 3, 2016	Commissioner's Parents Advisory Council Meeting	Parents – Development of new accountability system and feedback from group
June 7, 2016	Virtual Town Hall Meeting	General Public – Virtual/recorded for those unavailable
June 9-10, 2016	State Advisory Panel for Exceptional Children	Parents, Higher Ed, Individuals w/Disabilities, State and Local Officials, Cabinet for Health Services, Education and Workforce Dev. Cabinet, KDE Staff –

Date	Forum	Audience/Topic
		ESSA Overview
June 10, 2016	Kentucky Association of Professional Educators	Teachers – Future of Accountability under ESSA
June 27, 2016	Teachers Advisory Council	Teachers – Future of Accountability under ESSA
July 15, 2017	Kentucky Chamber of Commerce Business Summit	Business People – ESSA/Career and Tech Education/Closing the Achievement Gap
July 19, 2016	Kentucky Association of School Librarians	School Librarians/Media Specialists – ESSA Requirements and Opportunities
July 22, 2016	Kentucky Association of School Administrators	Principals & Superintendents – ESSA & Accountability Update
July 28, 2016	Jefferson County Asst. Principals Conference	Asst. Principals – ESSA & Accountability Update
July 28, 2017	Superintendents Advisory Council	Superintendents – Update on Every Student Succeeds Act (ESSA)/new accountability system
July 29, 2016	Priority Teacher Institute Jefferson County	Teachers at low-performing schools – Closing the Achievement Gap
August 15, 2016	Interim Joint Committee on Education	Legislators – The Every Student Succeeds Act
August 22, 2016	Senate Education Committee	Legislators – ESSSA Implementation in Kentucky
September 1, 2016	Principal's Advisory Council	Principals – ESSA Overview and accountability update
Sept. 13, 2016	Kentucky Association of School Councils	School Council Members – ESSA and closing the achievement gap
Sept.15, 2016	Directors of Pupil Personnel	District Pupil Personnel Directors – Chronic Absenteeism and ESSA
Sept. 20, 2016	Continuous Improvement Summit	Teachers and Administrators – ESSA and closing the achievement gap
Sept. 23, 2016	Ky. Assoc. of Teacher	College of Education faculty –

Date	Forum	Audience/Topic
	Educators	ESSA and closing the achievement gap
September 29, 2016	Kentucky Assn. of Education Cooperative Directors	Co-op directors – ESSA and accountability update
September 29-30, 2016	State Advisory Panel for Exceptional Children	Parents, Higher Ed, Individuals w/Disabilities, State and Local Officials, Cabinet for Health Services, Education and Workforce Dev. Cabinet, KDE Staff – Review of ESSA Feedback Letter from KDE and ESSA Feedback from KDE Town Halls
October 2016-present	School Report Card online feedback	General public – School Report Card data and features
October 3, 2016	Lexington Urban League	Community members – ESSA and closing the Achievement Gap
Oct.10, 2016	Interim Joint Committee on Education	Legislators – Status of new Accountability System
Oct. 15, 2016	PRICHARD Committee fall meeting	Education advocates/parents – Making accountability everyone's business
Oct.24, 2016	Kentucky Education Action Team(KEAT)	Education partner group – ESSA and accountability update
Oct. 25, 2016	Superintendent's Advisory Council	Superintendents – ESSA and accountability update
Oct. 26, 2016	Local School Board Member Advisory Council	Local School Board Members – Update and feedback from members on ESSA/new accountability system
Oct. 27, 2016	Commissioner's Student Advisory Council	High School Students – Update, Q&A and feedback on ESSA/new accountability system
Nov. 4, 2016	Parent's Advisory Council	Parents – New accountability system & feedback
Nov. 9, 2016	Teachers Advisory Council	Teachers – ESSA/Accountability/School Report Card
Nov. 14, 2016	Interim Joint Committee on	Legislators –

Date	Forum	Audience/Topic
	Education	ESSA and accountability in Kentucky
November 15, 2016	Business and Industry Focus Group	Members of the business community – Career and technical education
November 15, 2016	Postsecondary Focus Group	State college/university staff – Alignment with postsecondary requirements
Dec. 6, 2016	Superintendent Summit	Superintendents – ESSA and accountability update
Dec. 13, 2016	Principal's Advisory Council	Principals – ESSA/Accountability update/School Report Card
Jan. 17, 2017	Local School Board Member Advisory Council	Local School Board Members – Accountability update and feedback and ESSA implementation
Jan. 24, 2017	Superintendent's Advisory Council	Superintendents – ESSA implementation & accountability update/feedback
Feb 14, 2017	Shelbyville Rotary	Business people – ESSA and accountability in KY
Feb. 14, 2017	Education Assessment & Accountability Review Subcommittee	Legislators/Legislative staff – inclusion of special populations in the state assessment accountability
March 9, 2017	Principals Advisory Committee	Principals – Kentucky's accountability system update with discussion and feedback from members
March 10, 2017	Teachers Advisory Council	Teachers – Kentucky's accountability system & School Report Card
March 13, 2017	**Town Hall Meeting – Northern Kentucky**	Educators/Parents/ General Public – KY's Proposed Accountability System
March 22, 2017	**Town Hall Meeting – Louisville**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 4, 2017	Superintendent's webcast	Superintendents – Senate Bill 1 (2017) and Charter Schools

Date	Forum	Audience/Topic
April 10, 2017	**Town Hall Meeting – Paducah**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 13, 2017	**Town Hall Meeting – London**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 17, 2017	**Town Hall Meeting – Morehead**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 18, 2017	**Town Hall Meeting – Elizabethtown**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 20, 2017	**Town Hall Meeting – Glasgow**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 24, 2017	Local School Board Member Advisory Council	Local board members – Update and feedback regarding the proposed new accountability/SB1
April 25, 2017	**Town Hall Meeting – Lexington**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 27, 2017	Student Advisory Council	Students – Update, Q&A and feedback from members on new accountability system
April 27, 2017	**Town Hall Meeting – Prestonsburg**	Educators/Parents/ General Public – KY's Proposed Accountability System
May 1, 2017	**Town Hall Meeting – Henderson**	Educators/Parents/ General Public – KY's Proposed Accountability System
May 3, 2017	Superintendent's Advisory Council	Superintendents – Update/feedback on accountability system/SB1
March 13- May 22, 2017	Draft Accountability Plan Survey	Public audience – Online survey
June 9, 2017	Principals Advisory Council	Principals – Accountability System Update/Feedback
June 12, 2017	Let's TALK Conference	Teachers & Administrators – Accountability System Update
June 14, 2017	Murray State College and	Teachers & Administrators –

Date	Forum	Audience/Topic
	Career Readiness Summit	Accountability System Update
June 16, 2017	Teacher's Advisory Council	Teachers – Accountability System Update/ Feedback
July 7, 2017	Kentucky School Boards Association	Local School Board Members – Accountability System Update/ Feedback
July 10, 2017	Interim Joint Committee on Education	Legislators – Kentucky's proposed accountability system
July 12, 2017	National Technical Advisory Panel on Assessment and Accountability (NTAPAA)	National Testing Experts Kentucky's proposed accountability system
July 28, 2017	Kentucky Association of School Administrators	Superintendents and principals – Kentucky's proposed accountability system
August 16-Sept. 5, 2017	Final Consolidated State Plan Comment Period	Public audience – Written/email/online collector

When the 2017-2018 school accountability results were publicly reported, additional feedback was provided. Adjustments to the system and the need to revise the regulation became apparent. Additional feedback was solicited on the revisions of the accountability system regulation 703 KAR 5:270. The table below demonstrates opportunities that Kentucky educators had to provide input on the refinement of the regulation.

Advisory Committee	Representatives	Dates
School Curriculum, Assessment & Accountability Council (SCAAC)	Advisory Members represent, teachers, principals, assessment coordinators, exceptional children, local school board member, gifted and talented, career and technical education, higher education, private sector/workforce, superintendents, parents, STEM, EPSB, KDE, and Education/Workforce Cabinet.	March 2018 July 2018 September 2018

Local Superintendent Advisory Committee	Local School Superintendent Members	November 2018
Committee for Mathematics Achievement	Members represent all levels of schooling, prekindergarten through postsecondary and adult.	September 2018
Growth Accountability Indicator Work Group	Superintendents, District Assessment Coordinators, Teachers, Principals, and a Data Specialist	October 24 and November 9
Guiding Coalition	K-12 education, postsecondary education and workforce	November 2018
National Technical Advisory Panel on Assessment and Accountability	Kentucky's Technical Advisory Committee (TAC)	December 19, 2018
Regulation Public Comment Period	All Kentucky citizens	January 1-31, 2019
Regulation Public Hearing	All Kentucky citizens	January 24, 2019
ESSA State Plan Public Comment Period	All Kentucky citizens	February 20-28, 2019
Updated ESSA State Plan Public Comment Period	All Kentucky citizens	May 28- 31, 2019
Updated ESSA State Plan Public Comment Period	All Kentucky citizens	February

In fall 2019, state accountability results in Kentucky's 5-star accountability system were reported for the first time, and accountability results for the federal school identifications were reported. Senate Bill 175 (2019) requires that the Kentucky Department of Education (KDE) convene a committee to analyze assessment results and the expected impacts and unintended consequences of the state's accountability system, and report the results of these analyses to the Interim Joint Committee on Education by December 2019 and again by December 2020.

In compliance with this requirement, the KDE established a committee of 28 members drawn from a wide range of responsibilities throughout the state. In compliance with the statute, the committee included school superintendents, school administrators, district assessment coordinators, a member of the council on Postsecondary Education, career and technical education educators, and members of the business and industry communities. In addition, the committee also included directors of special education and English learner and Federal programs, higher education representatives, parents, and members of community advocacy groups.

A report and presentation on the committee meeting were presented to the Interim Joint Committee on Education on November 20, 2019. A few highlights from the meeting include,

- The main results were that the accountability system was calculated and reported as expected.
- The assessment and accountability systems were reported as negotiated via Kentucky's Every Student Succeeds Act (ESSA) state plan.
- Administration and reporting were completed well without any major incidents.
- Schools' performance on multiple measures were reported, and overall performance reported in a simple 5-star rating. There was a range of scores, with most in the middle (3-star).
- Schools and districts received detailed data to help them identify areas of strength and where they could improve.
    - Lower-performing schools were identified to receive state and district support.
    - Statewide analysis showed that in general:
        - Some schools performed well, even with challenging circumstances.
        - Achievement is lower than desired and has not improved much on most indicators.
        - There are large achievement gaps between groups.

Section A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments
(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)[2]

The **Kentucky Academic Standards** (KAS), grades kindergarten -12, help ensure that all students across the state are focusing on a common set of standards and have opportunities to learn at a high level. The~~is~~ documents, which are incorporated by reference into state regulation **704 KAR 3:303, Required Academic Standards**, and 704 KAR Chapter 8 Academic Standards provides administrators, teachers, parents and other stakeholders in local districts with a basis for establishing and/or revising their curricula. Kentucky is committed to standards that focus on critical knowledge, skills and capacities needed for postsecondary readiness and success in the global economy.

The KAS specifies the content for the required credits for high school graduation as well as primary, intermediate and middle level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas. Schools and school districts also are responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to experience success with Kentucky's learning goals and academic expectations.

The KDE aligned course codes to the Kentucky Academic Standards to ensure equitable access to rigorous courses for ALL students. The course codes support the importance of providing students the opportunity to enroll in courses in all subject areas and improve the quality education experience and exposure throughout their education career.

Kentucky is in the standards development/revision and adoption process as has been recently required in state statute per Kentucky Senate Bill 1 (2017) to include Kentucky educators, business and industry professionals and representatives from higher education. This process will allow for a thorough consideration of how much change is needed to ensure the standards meet the needs of Kentucky's students. Advisory Panels and a Standards and Assessment Review Committee for each content area will conduct the revision process and decide how much revision/replacement of existing standards is needed. Stakeholder feedback is gathered at the onset of the standards development process as well as during a public review/comment period so as to allow all Kentuckians an opportunity to participate.

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

A Standards and Assessments Process Review Committee will review the entire process that was used for revision/replacement to ensure that stakeholders had an adequate opportunity for input and if this committee finds that the process was sufficient, the recommended standards will go to the KBE for approval. Once the state board approves the revised standards, they will proceed through the regulatory review process, including a public hearing and review by the Legislative Research Commission's legislative committees. Standards will be implemented in all Kentucky public schools no later than the second academic year following the revision process. As specified in Senate Bill 1 (2017), the current KAS will remain in place until the revision process is completed and the new standards are adopted by the KBE. Revisions to assessments, in order to align these with the new standards, will lag behind the standards revisions by at least one year.

Reading and writing, mathematics, social studies, health education, physical education, computer science and career studies standards were the first content areas to undergo the revision process during 2017-2018. Following these, world language~~s~~, technology, and library/media standards will be revised. Then, revision of science standards will begin in 2020-2021 and revision of visual and performing arts standards in 2021-2022 will follow. Thereafter, revisions will occur on a rotating cycle every six years.

As well as establishing the requirement for standards described above, Senate Bill 1 (2017) established the requirement for Kentucky-developed assessments. It also outlines processes to ensure the alignment between the state's standards and its assessments. The new law defines the state testing requirements and provides broad parameters for the Commonwealth's accountability system. With the exception of a college admissions exam at grades 10 and 11, summative assessments must be developed by Kentucky educators.

SB1 requires assessments in reading, writing (i.e., on-demand tests and editing and mechanics) and mathematics. Consistent with ESSA, reading and mathematics are required annually in grades 3-8 and once at high school. Writing, science and social studies are required once per grade span (i.e., elementary, middle and high school). A college admissions exam is required to be administered at grades 10 and 11. Although testing is required for a grade 10 college admissions exam, funding was not allocated. Until funding is secured, Kentucky will continue to administer the college admissions exam at grade 11. Students with the most significant cognitive disabilities, approximately 1% of Kentucky's students, participate in the alternate assessment aligned with alternate academic achievement standards (AA-AAAS). The law charges the Kentucky Board of Education to revise the annual statewide assessment program as needed to ensure alignment between assessments and revised academic standards.

SB1 removes previously-used norm-referenced test components and requires criterion-referenced tests based on Kentucky standards. A variety of assessment types are allowable including multiple-choice, open response, competency-based and performance items. A subset of operational items will be released from the summative tests annually.

With the standards revision schedule and processes provided in SB1, the assessment program will experience change periodically. Since standards are revised on a rotating schedule, associated assessments will also be subject to this same pattern with a delay for development and field testing. The first change is underway currently with the revision of standards for reading, writing and mathematics, and social studies to be followed by the development of new assessments. In these content areas and social studies, existing standards and assessments continue in school year 2018-2019 at elementary and middle school levels. In science, a new operational assessment begins in 2017-2018. At elementary and middle school levels, Kentucky's existing assessments are custom developed. As required by SB1, they are based on Kentucky standards and involve Kentucky educators in the development process.

At high school, an immediate change is necessary for 2017-2018 based on three factors: SB1 became state law, the Kentucky Department Education ended its use of an off-the-shelf product for this test and ACT, Inc. stopped producing QualityCore® end-of-course tests. Beginning with the 2011-2012 and continuing through the 2016-2017 school year, Kentucky administered QualityCore® end-of-course assessments in Algebra II, English II, Biology and U.S. History. During recent peer review conversations with the U.S. Department of Education (USED), the state agency indicated that 2017-2018 would be a transition year for its assessment and accountability program and a development year for high school assessments. Kentucky developed a field test for the spring of 2019 summative assessments in reading and writing and mathematics. Beginning in 2019-2020 school year, a new grade 10 reading assessment will assess the standards aligned to the courses of English I and English II; the grade 10 mathematics assessment will assess the standards aligned to the courses of Algebra I, Geometry. A new summative social studies test will be developed after standards are revised and field tested in 2020-2021.

The table below summarizes Kentucky's testing plan for 2019-2020.

2019-2020 Testing Plan

Content Areas	3	4	5	6	7	8	10	11
Reading–Previous Standards	X	X	X	X	X	X	X	
Reading– Current Standards	FT	FT	FT	FT	FT	FT	FT	
Mathematics–Previous Standards	X	X	X	X	X	X	X	
Mathematics–Current Standards	FT	FT	FT	FT	FT	FT	FT	
Science–Current Standards		X			X			X
Social Studies–Previous Standards			X			X		
On-Demand Writing–Previous Standards			X			X		X
On-Demand Writing–Current Standards			FT			FT		FT
Editing and Mechanics–Current Standards			FT			FT		FT
College Admissions Examination								X

X = Grade students tested for student performance and school accountability.

FT = Field Test

Green Shading indicates online.

2. School climate and safety surveys will also be administered during the field test.

Eighth Grade Math Exception

(*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

□ Yes
X No

ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111 (4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4) of the ESEA;

c. In high school:

1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement

under section 1111 (4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4) of the ESEA.

□ Yes
X No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

3. Native Language Assessments
(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Kentucky's most populous language, Spanish, is spoken by 2.63%of Kentucky's K-12 total school population. The KDE's definition for "languages other than English that are present to a significant extent in the participating student population" includes Kentucky's most populous language; therefore, Kentucky's definition is a language greater than 2.63%.

Kentucky has a diverse group of English learners speaking 134 documented languages. The table below is based on 2017-2018 data and displays Kentucky's top 20 home language occurrences in relationship to Kentucky's total school population.

2017-18 English Learners - Top 20 Languages

Kentucky K-12 Population: 648,369

Home Language	Count	Percent of Population
SPANISH	17,031	2.63%
ARABIC	1,502	0.23%
SOMALI	1,001	0.15%
SWAHILI	979	0.15%
NEPALI	670	0.10%
JAPANESE	441	0.07%
KINYARWANDA	400	0.06%
FRENCH	398	0.06%
KAREN	359	0.06%

Home Language	Count	Percent of Population
CHINESE MANDARIN	337	0.05%
BOSNIAN	310	0.05%
GUJARATI	278	0.04%
MAIMAI	275	0.04%
BURMESE	274	0.04%
VIETNAMESE	232	0.04%
CHIN HAKA	195	0.03%
KARENNI	192	0.03%
Other	170	0.03%
CHINESE	158	0.02%
UKRAINIAN	150	0.02%

While Kentucky has a diverse number of home languages and cultures, English learners in Kentucky are concentrated in particular districts across the Commonwealth. Approximately three-fourths (74%) of Kentucky's English learners are enrolled in ten (10) of Kentucky's 173 school districts.

Kentucky's definition for languages other than English that are present to a "significant extent" was developed with Kentucky teachers and administrators who work directly with English learners (ELs). The conversation occurred during the August 1, 2017 standards setting workshop for ACCESS for ELLs, Kentucky's English language proficiency assessment. The committee recommended that Kentucky's "significant extent" definition be based on the percent of speakers by home language compared to the state's total student population. The KDE accepted the committee's recommendation that a language other than English that is present in greater than 5% of the total school population meets the threshold for "significant extent"; however, after further guidance from the U.S. Department of Education, Kentucky expanded the definition to incorporate its most populous language (Spanish).

If home language occurrence increases to 5% or greater of the total population, a committee of Kentucky educators and stakeholders would be convened to review student population data including the distribution of the population across grades and to determine whether Kentucky should develop summative content area assessments in the home language.

The Spanish home language represents over 60% of the state's EL population. In 2016-17, at the local level, 12 LEAs in school year 2016-17 had more than 5% of their total school population identify Spanish as the home language, meeting Kentucky's "significant extent" definition. At a state level, English learners whose home language is Spanish increased from 1.9% to 2.4% of the total student population between 2013 and 2017. The 2.4% Spanish home language for the state reflects K-12 enrollment. An analysis by grade finds the greatest percentage of Spanish home language students at the earlier grades as illustrated in the table below.

Percent of Spanish Home Language Students in Kentucky by Grade

GRADE	Percent of Total Population
K	4.6%
1	4.5%
2	4.3%
3	3.8%
4	2.4%
5	1.8%
6	1.4%
7	1.4%
8	1.4%
9	2.5%
10	1.5%
11	1.0%
12	0.6%

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The home language occurrence of Spanish in some of Kentucky's LEAs is greater than the. 2.63% of the total student population seen at the state level and meets Kentucky's definition of "significant extent" described above. While assessments in the home language are not produced by Kentucky, Kentucky's regulation governing testing accommodations does offer a range of supports for English learners on the state summative content area assessments. Specifically, qualified English learners may receive specific accommodations of oral native language with extended time, use of word-to-word dictionaries, and scribe. Oral native language support shall be based on a student's individual language needs as documented in the Program Service Plan (PSP). This accommodation may range from assistance with specific vocabulary to a sight translation which means rendering printed English test materials (i.e., directions, questions, prompts, situations, passages and stories as written) orally in the student's native language. The accommodation or oral native language support shall include providing directions orally in a student's native language. The accommodation shall also incorporate some simplification of language in the test administration directions.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Although Spanish is present to a significant extent (2.63%) in the current student population, it has not met the 5% threshold to begin discussion to create an assessment in the native language.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

a. Kentucky does not currently have a need to produce an assessment in a home language. The state will continue to monitor languages other than English and will explore new supports for test takers in future online testing environments.

b. Kentucky utilizes routinely two key groups in the state to discuss improvement of instruction and assessment for English Learners including the English Learner (EL) Coordinators and the District Assessment Coordinators. Both groups, comprised of LEA leaders, assist the SEA in planning and implementing supports and improvements in curriculum, instruction and assessment. As program changes are developed that impact English learners and all Kentucky students, a variety of advisory groups are consulted. Kentucky's state consolidated plan and accountability regulation were released for public comment. No comments were received related to native language assessments.

c. Kentucky is committed to the continuing support and development of our English learners. Kentucky provides a number of testing accommodations and supports for ELs. These are defined in Kentucky regulation 703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs. The accommodations and supports include reader, simplified language, extended time, oral native language with extended time, use of word-to-word dictionaries, and scribe. Details associated with providing the

accommodations can be found in the document incorporated by reference in the **KAR regulation**.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111 and (d)):*

   i. Subgroups
   (ESEA section 1111 (2)):

      a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111 (2)(B).

         Student groups included in Kentucky's accountability system include: White, African American, Hispanic or Latino, Asian, Native Hawaiian or other Pacific Islander, American Indian or other Alaska Native, two or more races, free/reduced-price meal eligible, students with disabilities who have an Individual Education Program (IEP) and English learners. Although not required in the accountability determination, Kentucky also will report performance data for the following student groups: homeless, foster care, and military dependent.

      b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

         Every student is included in the school and district accountability scores. Federally defined student groups are included in Kentucky's accountability system.

      c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

         X Yes
         □ No

      d. If applicable, choose one of the following options for recently arrived

         English learners in the State:
         ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
         X Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
         ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

   ii. Minimum N-Size
   (ESEA section 1111 (3)(A)):

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The Kentucky Department of Education's work is guided by three core principles: achievement, equity and integrity. These principles were adopted by the Commissioner's Accountability Steering Committee (formed to guide the development of the state's new accountability system) and are embedded throughout Kentucky's proposed new accountability system. Integrity is reflected in the honest and transparent data discussions with students, parents, educators, stakeholders and the public. Keeping the minimum N at 10 operationalizes transparency and holds to Kentucky's historical standard for reporting and accountability.

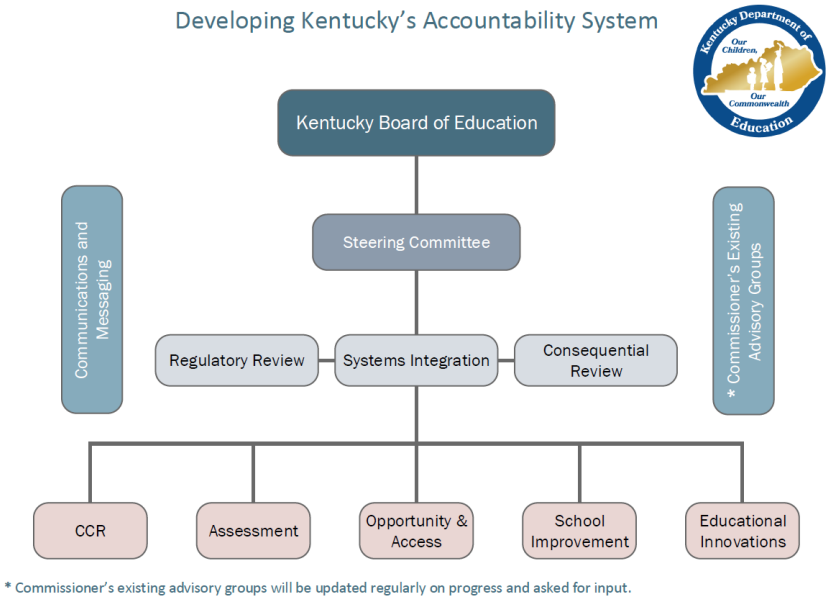
b. Describe how the minimum number of students is statistically sound.

Kentucky requires each reported subpopulation to be based on at least 10 students at each grade/content area tested within a school or district. Taking into consideration the requirements of the Family Education Rights and Privacy Act (FERPA), this minimum N-count would permit the public disclosure of all data on which calculations are based (except when all students in a given subpopulation score at the same performance level). Kentucky policy is based on the assumption that the release of data on groups smaller than 10 might disclose the performance of an individual student. At the same time, the Kentucky Board of Education is seriously concerned that if Kentucky raised the minimum N-count beyond that necessitated by FERPA and by statistical considerations, an unintended result would be the exclusion of specific subpopulations from the accountability system. Kentucky has high expectations for all students and has set the minimum N policy to balance privacy and transparency. When appropriate, accountability calculations rely on statistical tests of significance, which take into account the higher uncertainty for small groups. This minimum N criterion is reasonable considering FERPA requirements, the public's need to examine individual student group performance, and research/statistical requirements.

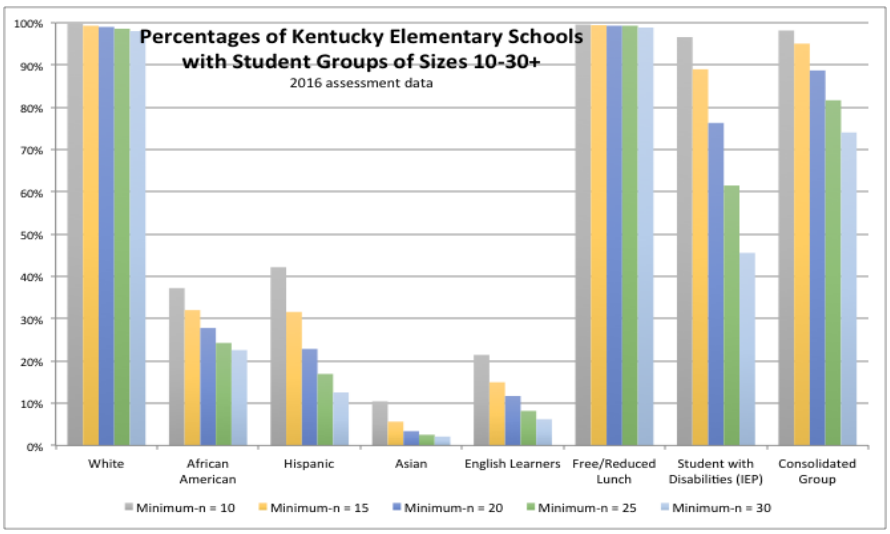
c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The building of Kentucky's next accountability system has been an extensive and collaborative process involving Commissioner-

led Town Halls in the spring of 2016 and 2017, online surveys and multiple work groups and committees. The graphic below shows the committee and work group structure.



Several of the groups, particularly Systems Integration, Consequential Review, and Accountability Steering, discussed minimum N and whether Kentucky should consider increasing it from the state historically-used 10 to 30 as permitted by ESSA in order to stabilize data. Kentucky has many small rural schools at the elementary level. The Accountability Steering Committee considered the availability of student groups for public reporting at a variety of N counts in its discussion.



As the minimum N increased, the number of groups available for reporting declined, with the exception of the largest groups of

White and free/reduced-priced meal eligible. The recommendation from the committees was to keep the minimum N at 10 and consider adding statistically significant tests as appropriate with the calculation of Kentucky's achievement gap.

The minimum N was approved by the Kentucky Board of Education at its August 23, 2017 special meeting as part of the regulation that specifies the requirements of the proposed new accountability system. (See **703 KAR 5:270, Kentucky's accountability system**, Item VI.A.)

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

Kentucky has a policy to protect the privacy of individual students in reporting achievement results. The state requires each subpopulation on which reporting or accountability calculations are to be based to include at least 10 students at each grade tested within a school or district. Taking into consideration requirements of the FERPA, this minimum N-count would permit the public disclosure of all data on which calculations are based (except when all students in a given subpopulation score at the same performance level). Kentucky has determined, after consultation with its National Technical Advisory Panel on Assessment and Accountability (NTAPAA) and other commissioner's advisory groups, that using a minimum N of 10 represents a reasonable balance of FERPA requirements, the public need to examine subpopulation performance and research/statistical requirements for reliability.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Kentucky uses the same minimum number of 10 students for both accountability and reporting.

iii. Establishment of Long-Term Goals
(ESEA section 1111 (4)(A)):

a. Academic Achievement
(ESEA section 1111 (4)(A)(i)(I)(aa))

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The long-term goals have been established for improved academic achievement, as measured by proficiency (percentage of students scoring Proficient and higher on statewide reading and mathematics assessments), for all students and for each subgroup of students. The long-term goals are as follows: to reduce the percentage of students scoring lower than Proficient by 50% from 2019 by 2030. The goal is extended to all students as well as each student subgroup. The baseline of 2019 reflects the first year of the accountability system, while 2030 represents 12 school years, or one generation of students. In addition, the gap between lower-performing student groups and higher-performing reference groups evident in 2019 will be closed by at least 50% by 2030.

To generate the long-term goals, the following steps were used:

Step 1: Determine the baseline for 2018-2019 for each content area, grade level (elementary, middle and high), and student group by extrapolating the statewide performance using linear regression based on available assessment data from five previous years, 2012-2016.

Step 2: Subtract the 2018-2019 baseline from the goal of 100% proficiency to find the initial gap.

Step 3: Divide the initial gap by 2 to create a 50% reduction value.

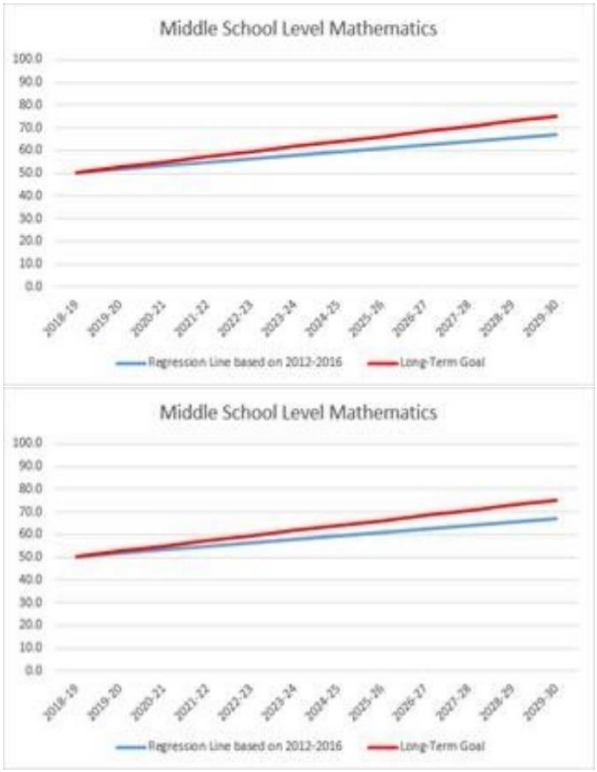
Step 4: Subtract the reduction value from 100% proficiency to establish the long-term goal for 2030.

Step 5: Divide the long-term goal across the timeline to create interim and annual targets.

The long-term goals are considered a placeholder given that revised standards and new assessments will be produced in the future. The baseline will be adjusted to reflect actual data as they become available. The baseline for 2019, long-term goals for 2030, and measurements of interim progress toward meeting the long-term goals for academic achievement in reading and mathematics are shown in tabular form in Appendix A. These long-term goals, and

associated measurements of interim progress toward meeting the long-term goals, for academic achievement in reading and mathematics are very ambitious. They represent both an absolute level of achievement and a rate of improvement – especially for historically lower-performing student groups – that are unprecedented in Kentucky (except, of course, for No Child Left Behind) that mandated long-term goals be 100% proficient, but which have been recognized as so unrealistically high that they damaged confidence in the accountability system. That these long-term goals are in most cases much higher than current performance or what might be expected under current conditions – especially for most historically lower-performing student groups – can be clearly shown by depicting the historical performance in contrast with the long-term goals.

In the figure below, the blue line represents the trend from 2012-2016; the red line shows the long-term goals for middle school mathematics.



The patterns of relationship between the current trends and long-term goals in other grade levels and content areas are similar. It should be noted that these long-term goals designed to increase the percentages of students scoring proficient or above will reflect very ambitious increases in

academic performance. Kentucky's state assessment achievement level cut scores reflect rigor similar to NAEP (where Kentucky participates at the elementary and middle school levels) and ACT (where Kentucky has participation of all students at the high school level). Finally, achieving the closures in gaps between student groups set forth in the long-term goals would represent a massive accomplishment, and unfinished work. No person in the Kentucky Department of Education or its stakeholders is satisfied with any gap. However, for the past many years in Kentucky, gaps have widened over time. These long-term goals embody Kentucky's commitment to reverse that trend and usher in more rapid progress than has ever been seen before in the state.

Kentucky also assesses writing, science and social studies and will value these areas of a well-rounded education in the state's accountability system. Long-term goals have been generated in these additional content areas where data are available and there are no immediate changes to the testing program.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

The long-term goals and measurements of interim progress toward meeting the long-term goals for academic achievement in reading and mathematics are shown in Appendix A for elementary, middle and high school levels.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The long-term goals and measurements of interim progress toward the long-term goals for academic achievement in reading and mathematics take into account the improvement necessary to make significant progress in closing statewide proficiency gaps in two ways, both of which are critically important. First, the gap between where students are performing in the baseline year of the accountability system (2019) and the level of 100% proficiency is reduced by 50% in the long-term goals, for all students and for each student group. Second, these long-term goals also reduce the gap between student groups and result in a larger absolute reduction.

b. Graduation Rate
(ESEA section 11114)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

   The long-term goals have been established for improved graduation rates, as measured by a four-year adjusted cohort for all students and for each subgroup of students. The long-term goals require reducing the percentage of students not graduating by 50% from 2019 by 2030. This is extended to all students as well as each student subgroup. The baseline of 2019 reflects the first year of the accountability system, while 2030 represents 12 school years, or one generation of students. In addition, the gap between student groups with lower graduation rates and higher graduation rate reference groups evident in 2019 will be closed by at least 50% by 2030.

   To generate the long-term goals, the following steps were used:

   Step 1: Determine the baseline for 2018-2019 for graduation rates by extrapolating using linear regression the four-year graduation rate based on available graduation rate data from three previous years, 2014-2016.

   Step 2: Subtract the 2018-2019 baseline from the goal of 95%for the four-year graduation rate to find the initial gap.

   Step 3: Divide the initial gap by 2 to create a 50% reduction value.

   Step 4: Subtract the reduction value from the 95% goal to establish the long-term goal for 2030.

   Step 5: Divide the long-term goal across the timeline to create interim and annual targets.

   The baseline for 2019, long-term goals for 2030, and measurements of interim progress toward meeting the long-term goals for four-year and five-year graduation rates are shown in tabular form in Appendix A.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than

the long-term goal set for the four-year adjusted cohort graduation rate.

The long-term goals have been established for improved graduation rates, as measured by an extended five-year adjusted cohort for all students and for each subgroup of students. These are to reduce the percentage of students not graduating by 50% (2019 starting point) by 2030. This is extended to all students as well as each student subgroup. The baseline of 2019 reflects the first year of the accountability system, while 2030 represents 12 school years, or one generation of students. In addition, the gap between student groups with lower graduation rates and higher graduation rate reference groups evident in 2019 will be closed by at least 50% by 2030.

To generate the long-term goals, the following steps were used:

Step 1: Determine the baseline for 2018-2019 for graduation rates by extrapolating using linear regression the extended five-year graduation rate based on available graduation rate data from three previous years, 2013-2015.

Step 2: Subtract the 2018-2019 baseline from the goal of 96%t for the five-year graduation rate to find the initial gap.

Step 3: Divide the initial gap by 2 to create a 50% reduction value.

Step 4: Subtract the reduction value from the 96% goal to establish the long-term goal for 2030.

Step 5: Divide the long-term goal across the timeline to create interim and annual targets.

The baseline for 2019, long-term goals for 2030, and measurements of interim progress toward meeting the long-term goals for four-year and five-year graduation rates are shown in tabular form in Appendix A.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

   The long-term goals and measurements of interim progress toward meeting the long-term goals for graduation rates are shown in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any

extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

The long-term goals and measurements of interim progress for graduation rates take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps in two ways, both of which are critically important. First, the gap between where students are graduating at the baseline year of the accountability system (2019) and the level of 95% for the four-year goal and 96% for the extended five-year graduation rate goal is reduced by 50%, for all students and for each student group. Second, these long-term goals also reduce the gaps between student groups, and result in a larger absolute reduction for gaps that started larger.

c. English Language Proficiency
(ESEA section 1111 (4)(A)(ii))

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

The long-term goals for English learners are to reduce the percentage of students who score lower than the level necessary to be declared English language proficient or who make progress less than being on track to be proficient by 50% (starting point 2019) by 2030. The baseline of 2019 was chosen due to it being the first year of the accountability system, while 2030 represents 12 school years, or one generation of students.

This measure is of student progress during the year on the statewide English language proficiency assessment. 100% would indicate that every English learner student either made enough progress to meet proficiency within that year, or made enough progress to be on track to meet English proficiency within five years, at most. Students who are at higher levels of English language proficiency have fewer years to be on-track to become English language proficient.

The baseline year of 2019 represents the first operational year of the accountability system, with 2030 being the long-term goal year, consistent with the system's other indicators. As with the other academic indicators, the actual baseline is set by extrapolating the statewide performance

based on available assessment information from several previous years, 2012-2015. Note that these data are based on a previous assessment, and the baseline will be adjusted to reflect actual data as the data are available.

The baseline for 2019, long-term goals for 2030 and measurements of interim progress toward meeting the long-term goals are shown in tabular form in Appendix A.

These long-term goals and associated measurements of interim progress toward meeting the long-term goals for English language proficiency are in most cases much higher than current performance or what might be expected under current conditions. Kentucky's English learner population has been increasing over the past several years, so meeting these goals will require districts currently serving English learners to intensify and expand the effectiveness of their services, and will require additional districts to develop the resources to support English learners by 2030 at a level no district is currently achieving.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

The measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency is shown in Appendix A.

iv. Indicators
(ESEA section 1111 (4)(B))

To provide an overview of the total system, a summary of all indicators for Kentucky's new accountability system is found below:

Coherence in Kentucky's Accountability System

The new accountability system is designed to promote and hold schools and districts (Local Education Agencies) accountable for student achievement and significant reduction of the achievement gap. Indicators of the accountability system work together to report a complete picture for Kentucky schools and of the education students receive. The 5-star system emphasizes several important concepts that promote a strong educational experience for all of Kentucky's students. These concepts include:

- intentional reduction of **achievement gaps**;
- readiness for the next step in education or life with the indicators of **proficiency (reading and mathematics), separate other**

academic indicator (science, social studies and writing), transition readiness and graduation rates;

- **growth** that focuses on improvement in reading and mathematics of all students at elementary and middle schools;
- **support** to schools with **very low-performing student groups;** and
- **quality of school climate and safety** to provide insight into the school's learning environment.

The concepts are reflected in the measures and proposed calculations for each indicator. Each indicator will have a score that is reported on a graphic of a School Report Card dashboard. Standards setting will determine the specific scores that are considered low to high performance for each indicator. The 5-star system will be implemented fully in 2018-2019.

Classification of schools and districts in the new state accountability system include the following indicators:

- Proficiency (reading and mathematics);
- Separate Other academic indicator (science, social studies and writing);
- Growth at elementary and middle (reading and mathematics);
- Transition readiness at high school;
- Quality of school climate and safety;
- Graduation rate (high school only).

"Proficiency Indicator" means the measure of academic status or performance for reading and mathematics on state assessments.

"Separate Other Academic Indicator for Science, Social Studies and Writing" means the measure of academic status or performance for science, social studies and writing on state assessments.

"Growth" means a student's continuous improvement toward proficiency or above.

"Transition Readiness" means the attainment of the necessary knowledge, skills, and dispositions to successfully transition to the next level.

"Quality of School Climate and Safety" means the measures of school environment.

"Graduation Rate" means the percentage of students who enter high school and receive a diploma based on their cohort in four and five

years adjusting for transfers in and out, immigrants and deceased students.

Having a practically and statistically significant achievement gap also effects the overall rating. If achievement gaps are found in schools and LEAs earning a four (4) or five (5) star rating, the star rating will be reduced by one (1) star.

a. Academic Achievement Indicator

Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Proficiency is Kentucky's Academic Achievement indicator for elementary, middle and high school. Proficiency is the term used to describe the desired level of knowledge and skills for goals for each student group and all students for each content area (i.e., reading and mathematics) that are expressed as the percentage of students scoring at the highest two levels of student performance (proficient and distinguished). Proficiency sets a high-level academic benchmark or performance bar for each student. The expectation level is the same regardless of a student's starting performance. Meeting rigorous expectations for what students should know and be able to do better prepares students for a variety of life choices.

State-required assessments in reading and mathematics are designed to measure how students are mastering the state's academic content standards. Student performance on these assessments is evaluated and described with a student performance level. A standards setting process determines for each specific test, the cut score a student must earn to be described by each student performance level — Novice (N), Apprentice (A), Proficient (P) or Distinguished (D). Kentucky's assessments recognize a level of student performance above Proficient with Distinguished. The school's proficiency score reflects the performance of all students. The score is a weighted index, where N=0 points, A=.5, P=1 and D=1.25. These points encourage schools to move students primarily from Novice to Apprentice, and from Apprentice to Proficient, but also give schools credit for helping get students to the high achievement level of Distinguished. These values will not allow the students above Proficient to entirely compensate for students below Proficient.

While the goal in Kentucky is for all students to achieve proficient and distinguished performance levels, the calculation for the proficiency indicator includes all student performance levels, with a weighted average. Each content area (reading and mathematics) is an equal weighting of 50% of the Proficiency indicator. Proficiency for reading and mathematics will be rated equally in elementary, middle and high schools and in districts by awarding points as described above for Novice, Apprentice, Proficient and Distinguished scores. Data for the Proficiency indicator is disaggregated for each individual student group and all students.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)

Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Kentucky state law **Senate Bill 1 (2017)** and an 18-month collaborative process, with over 6,000 Kentuckians providing direct input into the new accountability system, revealed clearly that the Commonwealth values a broader picture of school and district success than only performance on reading and mathematics tests administered once a year. Repeatedly, the importance of a well-rounded education and opportunities and access were stated throughout the accountability development process.

The accountability system includes additional academic indicators at elementary and middle school to meet the priorities and values of Kentuckians: 1) growth in reading and mathematics; and 2) a separate other academic indicator for science.

Growth Indicator for Reading and Mathematics

At the elementary and middle school levels a growth indicator will be included. Growth considers both where a student's performance starts and how the student is moving toward the goal of Proficiency. This indicator recognizes the hard work of students and supports from teachers as students demonstrate improved performance. Growth includes a recognition of a low and high category within the lowest student performance levels of Novice and Apprentice. The low and high division is made mathematically by separating the student performance level range in half. This more precise measure of low and high incentivizes improving students within the lowest performance

levels, which will contribute positively to another significant goal of closing the achievement gap.

Kentucky data shows that students improve and move within the student performance level, but sometimes do not cross the cut-score/benchmark for the next student performance level. The recognition of growth toward the proficiency standard can continue to motivate the struggling student and the educators supporting the student. When both proficiency and growth are considered together, a more complete view of achievement emerges.

The growth each individual student makes over time is measured by performance on tests administered annually (reading and mathematics) in the elementary and middle schools (grades 3-8). Each student's performance will be compared to the previous year. If student performance increases by category (i.e. novice, apprentice, proficient, distinguished), credit will be earned.

Each student's growth is assigned points on the basis of a value table. See the Growth Value Table below. The value table includes recognition of growth with low and high bands of the lowest performance levels of Novice and Apprentice. If students move up within a performance level or to a higher performance level, positive values are earned. If the student slides backward in performance, no credit is earned. The individual student data are aggregated to the school, district and state levels as a Growth Index score. The Growth Index score is calculated by summing the Growth Value Table points for each student and dividing by the number of students.

Growth Indicator Value Table:
Points for student performance in Year 2, given performance in Year 1

		Year 2 Student Performance					
		NL	NH	AL	AH	P	D
Year 1 Student Performance	D	0	0	0	0	0	50
	P	0	0	0	0	50	100
	AH	0	0	0	50	100	150
	AL	0	0	50	100	150	200
	NH	0	50	100	150	200	250
	NL	0	100	150	200	250	300

NL=Novice Low; NH=Novice High; AL= Apprentice Low; AH=Apprentice High;
P=Proficient; D=Distinguished

Reading and mathematics each are 50% of the Growth indicator score.

Separate Other Academic Indicator for Science

Science is critical to developing the skills and abilities needed in the 21st century. Science is much more than the rote memorization of theories, formulas, vocabulary and dates. These are the cornerstone of critical thinking, problem-solving and collaboration. Through observations, studies, trials and tests, students can gain critical problem-solving skills. By working together to solve real-life problems, students gain communication and collaborative skills needed in the high-demand STEM area.

The Separate Other Academic Indicator for Science is the measure of academic status or performance for science on state assessments at the elementary and middle school levels. The indicator will be used to describe the level of knowledge and skills that all students achieve on academic assessments of science. To align with ESSA requirements, a Separate Academic Indicator for Social Studies and Writing at elementary and middle school is included as one of Kentucky's measures of ESSA School Quality/Student Success. A Separate Academic Indicator for Science, Social Studies and Writing at the high school is one of Kentucky's measures of ESSA School Quality/Student Success.

State statute requires a criterion-referenced test in science. The assessment measures the depth and breadth of Kentucky's academic content standards and are administered once within the elementary and middle school levels.

Similar to the proficiency indicator, student performance on science assessments is evaluated and described with a student performance level. A standards setting process determines for each specific test, the cut score a student must earn to be described by each student performance level — Novice (N), Apprentice (A), Proficient (P) or Distinguished (D). Kentucky's assessments recognize a level of student performance above Proficient with Distinguished. The school's separate other academic indicator performance reflects the performance of each student. The score is a weighted average, where N=0 points, A=.5, P=1 and D=1.25.

A weighted average will be used to create a separate other academic indicator score for science.

c. Graduation Rate

Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Graduation rate is the percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning in grade nine. Kentucky uses both a five-year and four-year adjusted cohort rate in accountability. The five-year rate recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. A four-year adjusted cohort rate is produced and used, as federally-required, to report the long-term goal for graduation rate. The first step to becoming transition ready is to successfully complete the requirements for a Kentucky high school diploma. It demonstrates a persistence to achieving academic goals expected of all Kentuckians. Using data from the student information system, students are identified in the cohort beginning in grade 9. Five years later, the data is extracted for students in the cohort that have been assigned a "G-code" that indicates graduation. The cohort is "adjusted" by adding any students who transfer into the cohort and by subtracting any students who transfer out of the cohort to a legitimate educational setting or situation (e.g., transfer to an out-of-state school, enroll in a private school, emigrate to another country, or student death). Both the four-year and five-year adjusted cohort formula uses the number of students who graduate in four or five years divided by the number of students who form the adjusted cohort for the graduating class in four or five years, respectively. Kentucky's rraduation rate indicator averages the four- and five-year rates.

d. Progress in Achieving English Language Proficiency (ELP) Indicator
Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Kentucky regulation, **703 KAR 5:070,** Procedures for the inclusion of special populations in the state-required assessment and accountability programs, states that an English learner

(previously termed Limited English Proficient) means an individual:

- who is age 3 to 21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
- who was not born in the United States or whose native language is a language other than English (who is Native American or an Alaska native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, who comes from an environment where the language is other than English, and who comes from an environment where a language other than English is dominant);
- whose difficulties in listening, speaking, reading or writing the English language may be sufficient to deny the individual:
    - The ability to meet the state's proficient level of achievement on state-required assessments;
    - The ability to successfully achieve in classrooms where the language of instruction is English; or
    - The opportunity to participate fully in society.

Kentucky's English language proficiency assessment is the WIDA (World-class Instructional Design and Assessment) ACCESS for ELLs. Recent standards setting on this new assessment has set 4.5 as the exit criteria in English language proficiency for Kentucky.

Progress on an English language proficiency exam is included in elementary and middle school in the Growth indicator and in the Transition Readiness indicator at high school.

Inclusion of English Learners (EL) in Growth

The state accountability system includes the progress English learners make toward attaining the English language. At elementary and middle school, EL progress on the English language proficiency (ELP) exam will be evaluated in a similar way as growth described above for all students where the growth of each student is evaluated, points are assigned according to a value table, and those points are included in the Growth indicator. The data is based on the longitudinal performance of

each English learner on the state's annual assessment of English language proficiency.

Kentucky and 37 other states use the newly-revised WIDA ACCESS for ELLs assessment, developed and implemented through the University of Wisconsin. Both the test developer and Kentucky will need to do research and analysis on the differences in performance levels between ACCESS 1.0 and the new ACCESS for ELLs.

Similar to the Growth Value Table for reading and mathematics found on p. 58, a draft growth table on English language acquisition has been proposed (see below). The draft Growth on English Language Acquisition Value Table is sensitive to growth at every level of language proficiency up to the level designated for reclassification. To provide more sensitivity, the ACCESS Composite Score Levels have each been divided into two sublevels, so the value table acknowledges growth between performance levels 1.0 to 1.5, 1.5 to 2.0, and so on up to 4.5. The draft English Learner Growth Table uses observed growth based on achievement on the English Language Proficiency assessment from two successive years. The more growth a student has made, the more points are credited to the school. Progress in English Language Proficient will be calculated for each school and district by summing the points from the English Language Acquisition Value Table for each student and dividing by the number of students. Depending on further analysis, Kentucky may modify the value table and its use to reflect factors that could impact English learners' progress toward language proficiency, including age upon entry to U.S. schools, initial English language proficiency level and degree of interrupted schooling.

WIDA ACCESS score previous year	WIDA ACCESS score current year							
	1	1.5	2.0	2.5	3.0	3.5	4.0	4.5
4.0	0	0	0	0	0	0	50	100
3.5	0	0	0	0	0	50	100	150
3.0	0	0	0	0	50	100	150	200
2.5	0	0	0	50	100	150	200	250
2.0	0	0	50	100	150	200	250	300
1.5	0	50	100	150	200	250	300	300

1.0	0	100	150	200	250	300	300	300

ENGLISH LANGUAGE ACQUISITION VALUE TABLE

The formula for growth is:

Mathematics: The total points from the Growth Value Table for all students divided by all students with a mathematics growth value.

Reading: The total points from the Growth Value Table for all students plus the total points from the English Language Acquisition Growth Table divided by all students with a reading growth value plus students with an EL growth value.

Overall Growth Score: Reading growth value plus mathematics growth value divided by two.

Additionally, to meet ESSA requirements for including English learners' progress on English language at high school, EL students will be included in the transition readiness indicator. English learners in high school are expected to demonstrate progress toward English language proficiency. This progress is measured using the WIDA Assessment and reported annually. The EL Transition Readiness credit shall be earned in two ways: progress towards attainment of English Language Proficiency, and having the student meet the criteria for Academic or Career Readiness. To ensure data transparency, Kentucky will report EL progress separately, when the minimum n-size has been reached.

High School Transition Ready and English Learners

Progress Towards English Language Proficiency

1. For each student who enters high school as an English Learner (i.e., classified as EL and has not met the ELP exit criteria)
   a. Create a baseline ELP assessment score for that student based on the student's Grade 8 score, or the score upon entering
   b. Create annual "on track to EL Proficiency target scores" for the student by subtracting the baseline score from the exit score and dividing by the number of years for the cohort graduate in four years
   c. Assess the student annually with the ELP assessment
   d. If the student's score is equal to or higher than the "on track to EL Proficiency target score" then record the student as having made sufficient growth to be "on track."
   e. If the student is "on track" for every year the student is in high school (until graduation), or if the student makes sufficient growth to meet the last target (exit) no later than graduation, then

designate the student as having met the "Transition Ready" criterion for EL students.

e. School Quality or Student Success Indicator(s)
Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Transition Readiness

Transition Readiness is the attainment of the necessary knowledge, skills and dispositions to successfully move to the next level of education, work or life. For individual students to be able to fulfill their chosen career pathway and become contributing residents of Kentucky and citizens of the United States, each must be prepared and ready to take the next steps. The productivity of individuals, the state and the nation are impacted positively when students exit from the K-12 experience transition ready. However, the concept of preparation and readiness must begin at the elementary level and continue developing into middle and high school.

High School Transition Readiness

At high school, transition readiness is more than earning a high school diploma. It requires that students demonstrate academic or career readiness. A variety of experiences can be evidence of readiness so that students may personalize their pathway to readiness in their area of focus. The chart below includes the options for demonstrating readiness.

High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

AND
Meet Requirements of Academic or Career Readiness

 **Academic Readiness**	 **Career Readiness**	**English Language Readiness (only required for English Learners)**
✓ **Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam or college placement examination;** **OR** ✓ **A grade of C or higher in each course on 6 hours of KDE-approved dual credit;** **OR** ✓ **A score of 3+ on exams in 2 Advanced Placement courses;** **OR** ✓ **A score of 5+ on 2 exams for International Baccalaureate courses;** **OR** ✓ **Benchmarks on 2 Cambridge Advanced International examinations;** **OR** ✓ **Completing a combination of academic readiness indicators listed above.** • **Demonstration of academic readiness shall include one quantitative reasoning or natural sciences <u>and</u> one written or oral communication; or visual and performing arts; or humanities; or social and behavioral sciences learning outcomes.**	✓ Benchmarks on Industry Certifications *(Approved by the Kentucky Workforce Innovation Board on an annual basis)*; OR ✓ Scoring at or above the benchmark on the Career and Technical Education End-of-Program Assessment for articulated credit; OR ✓ A grade of C or higher in each course on 6 hours of KDE-approved Career and Technical Education dual credit; OR ✓ Completing a KDE/Labor Cabinet-approved apprenticeship; OR ✓ Completing a KDE-approved alternate process to verify exceptional work experience.	✓ Meeting exit criteria for English language proficiency assessment (Overall composite of a 4.5 on a Tier B/C) for any student who received English Language services during high school. • English Language Learners are included in academic and career readiness in addition to English Language Readiness.

Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for Transition Readiness based on alternate assessment requirements and employability skills attainment.

Opportunities for students with significant cognitive disabilities have sometimes been limited. Schools and districts often struggled with the transition from high school to postsecondary career opportunities for students. To demonstrate academic readiness, a Transition Attainment Record (TAR) for students in grade 11 is administered. The TAR is a checklist which evaluates the student's readiness in reading, mathematics and science. In 2012, the Kentucky Department of Education (KDE) and the University of Kentucky (UK) through the State Personnel Development Grant (SPDG) created a partnership to develop career pathways. The Career Work Experience Certification (CWEC) is a sequence of four courses with work experience embedded within the pathway. The CWEC is one of four components of the Kentucky Alternate Assessment. The achievement of the CWEC is a process, not an assessment. The CWEC along with the Employability Skills Attainment Record (ESAR) is designed to provide a measure of career readiness within the Transition Readiness component of Kentucky's Accountability System.

Additionally, to meet ESSA requirements for including ELs progress on English language acquisition at high school, EL students will be included in the transition readiness indicator at the high school level. English learners in high school are expected to demonstrate English language proficiency (reclassification) before leaving high school.

At high school, the number of high school graduates plus grade 12 non-graduates who have demonstrated transition readiness plus the number of English learners who have achieved English language proficiency is divided by the number of graduates plus grade 12 non-graduates plus the number of students who have received English language services during high school plus EL 12th grade non-graduates.

Quality of School Climate and Safety

Beginning in 2019-2020 school year, a new indicator of Quality of School Climate and Safety will be included in accountability for elementary, middle, and high schools. Through the collection of survey data, schools may receive valuable information on school climate, students' relationships to their teachers, student or parent engagement, and how safe the school is perceived. These are potentially powerful new catalysts for school improvement and student achievement.

An additional indicator that includes a measure of Quality of School Climate and Safety will be included in school and district accountability during the 2019-20 school year.

The Quality of School Climate and Safety indicator will provide information to educational and community leaders. Using this additional piece of data, school and district leaders may utilize the data from surveys toward school improvement efforts. Survey data will provide leaders insight to individual experiences of the school. Empowered with this information, policies and programs can be reviewed and assessed.

The Quality of School Climate and Safety indicator is an opportunity to gather perspective. Using surveys can help educators know how others perceive school climate and then determine whether there are differences across different student demographic groups. Surveys can help schools to know their strengths and the areas for improvement. Schools will get feedback that can help them understand the obstacles students face in school. Survey results can assist schools with development of improvement plans.

School climate and safety are the two constructs included in the survey. The 30-item survey will be administered online to students in tested grades 3-8, 10 and 11 between February 24 and March 6. The survey items are available publicly for each form:

- Climate and Safety Items Grades 3 - 5
- Climate and Safety Items Grades 6 - High School

Student will choose from a Likert scale of strongly disagree, disagree, agree, and strongly agree. Each will have a graphic to represent the level of agreement as shown below.

The survey will be modified and number of items reduced for students who participate in the Alternate Assessment program.

Separate Other Academic Indicator for Social Studies and Writing (Elementary and Middle Schools)

Social studies and writing are critical to developing the skills and abilities needed in the 21st century. Social studies and writing are much more than the rote memorization of vocabulary, dates, wars and battles. These are the cornerstone of critical thinking, problem-

solving and collaboration. Through observations, studies, trials and tests, students can gain critical problem-solving skills. By working together to solve real-life problems, students gain communication and collaborative skills.

The Separate Other Academic Indicator for Social Studies and Writing is the measure of academic status or performance for social sciences and writing on state assessments at the elementary and middle school level. The indicator will be used to describe the level of knowledge and skills that all students achieve on academic assessments of social studies and writing.

State statute requires a criterion-referenced test in social studies and on-demand writing assessment. Each assessment measures the depth and breadth of Kentucky's academic content standards and are administered once at elementary and middle school. The state-required assessments in social studies and writing are designed to measure how students are mastering the state's academic content standards.

Similar to the proficiency indicator, student performance on social studies and writing assessments is evaluated and described with a student performance level. A standard setting process determines for each specific test, the cut score a student must earn to be described by each student performance level — Novice (N), Apprentice (A), Proficient (P) or Distinguished (D). Kentucky's assessments recognize a level of student performance above Proficient with Distinguished. The school's separate other academic indicator performance reflects the performance of each student. The score is a weighted average, where N=0 points, A=.5, P=1 and D=1.25.

A weighted average will be used to create a separate other academic indicator score for social studies and writing. The highest proportion shall be attributed to social studies.

Separate Other Academic Indicator for Science, Social Studies and Writing (High School)

Science, social studies and writing are critical to developing the skills and abilities needed in the 21st century. Science, social studies and writing are much more than the rote memorization of theories, formulas, vocabulary, dates, wars and battles. These are the cornerstone of critical thinking, problem-solving and collaboration. Through observations, studies, trials and tests, students can gain critical problem-solving skills. By working together to solve real-life problems, students gain communication and collaborative skills needed in the high-demand STEM area.

The Separate Other Academic Indicator for Science, Social Studies and Writing is the measure of academic status or performance for

science, social sciences and writing on state assessments at the high school level. The indicator will be used to describe the level of knowledge and skills that all students achieve on academic assessments of science and social studies. The Separate Academic Indicator for Science, Social Studies and Writing at the high school is one of Kentucky's measures of ESSA School Quality/Student Success.

State statute requires a criterion-referenced test in science and social studies and on-demand writing assessment. Each assessment measures the depth and breadth of Kentucky's academic content standards and are administered once at high school. The state-required assessments in science, social studies and writing are designed to measure how students are achieving on the state's academic content standards.

Similar to the proficiency indicator, student performance on science and social studies assessments is evaluated and described with a student performance level. A standard setting process determines for each specific test, the cut score a student must earn to be described by each student performance level — Novice (N), Apprentice (A), Proficient (P) or Distinguished (D). Kentucky's assessments recognize a level of student performance above Proficient with Distinguished. The school's separate other academic indicator performance reflects the performance of each student. The score is a weighted average, where N=0 points, A=.5, P=1 and D=1.25.

A weighted average will be used to create a separate other academic indicator score for science, social studies and writing. The highest proportion shall be attributed to science and social studies.

v. Annual Meaningful Differentiation
(ESEA section 1111 (4))

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111 (4) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111 (5) of the ESEA with respect to accountability for charter schools.

For a description of Kentucky's indicators and their alignment to ESSA indicators, reference tables A and B in Section A.4.vi.a.

Kentucky's future star rating system is scheduled to be operational in fall 2019.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater

weight than the School Quality or Student Success indicator(s), in the aggregate.

A standard setting held August 23 and September 4-5 included the weighting of the indicators in the overall rating for 2018-2019. The percentages in the table below show the weight for each indicator.

With the inclusion of the Quality of School Climate and Safety indicator, a review of standards set on five-star system will be held in the fall of 2020. When new tests in reading, writing, mathematics, and social students are administered in the 2020-2021 school year and performance is included in the overall rating, a full standard setting of the 5-star system will occur.

Kentucky law, Senate Bill 1 (2017), requires that the annual overall summative performance evaluation for each school and district not consist of a single summative numerical score that ranks schools against each other. It does require the evaluation be based on a combination of academic and school quality indicators and measures, with greater weight assigned to the academic measures. Each star rating reflects grade span performance on the indicators and weights in the table below.

Overall Accountability Weights

The table below are the approved weights discussed with the Kentucky Board of Education that reflect the emphasis and importance of Kentucky's indicators within its State Accountability System.

Overall Accountability Weights for 2019-2020 and beyond						
	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies, and Writing)	Growth (including English Language Learners)	Quality of School Climate and Safety	Transition Readiness (High school includes English language) learners)	Graduation Rate (4 and 5 year cohort)
Elementary/ Middle Schools	35	26	35	4	--	---
High Schools	45	15	---	4	30	6

Overall Accountability Weights for 2018-2019						
	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies, and Writing)	Growth (including English Language Learners)	Quality of School Climate and Safety	Transition Readiness (High school includes English language) learners)	Graduation Rate (4 and 5 year cohort)
Elementary/ Middle Schools	36.4583	27.0833	36.4583	0	0	0
High Schools	46.875	15.625	0	0	31.25	6.25

*A standard setting established the overall ratings of one to five stars. High school weights for ESSA Academic Indicators (Proficiency and Graduation Rate) combined will be greater than 50% of the total high school weight as required by ESSA.

These weights for each indicator will be used to produce an overall performance score for each school, based on a weighted average across all the applicable indicators. If data cannot be calculated for an indicator, the weights shall be redistributed proportionally to remaining indicators that shall be reported for the school or LEA. In compliance with Kentucky law (Senate Bill 1, 2017), the overall score will not be used by the Kentucky Department of Education to publicly rank schools against each other.

Achievement Gap's Impact on Overall Rating

The identification of Achievement Gaps at elementary, middle and high schools focuses on the performance difference between student demographic groups as measured by the state-required assessments. Every student deserves a high-quality and rigorous education. This means the expectations for all students must be the same and grounded in strong academic content standards and performance expectations. When one group of students is

performing much lower than another, the disparity must be highlighted as the first step to changing the performance pattern. New classroom strategies and focused instruction will be required to alter the trajectory for the lower performing groups while continuing to improve the higher performing student groups.

Achievement gap refers to the difference between the performances of student groups. Kentucky's accountability system will include a Gap to Group comparison. "Gap to Group" is a contrast of performances between a comparison student group and a reference student group. Gap to Group comparisons facilitate direct evaluation of how high either is performing.

Identification of Gaps

The first step in comparing the groups is to identify the comparison and reference groups used in the Gap to Group measure. Racial/ethnic student groups will be compared to the highest performing racial/ethnic student group in the school that is at least 10% of the student population. Student groups receiving services will be compared to the group not receiving that service. See table below.

.

	ACCOUNTABILITY RATING ***(Groups must have at least 10 to be included.)***	**GAP TO GROUP**
	Comparison Student Group	**Reference Student Group**
	Racial/Ethnic Student Groups	
1	African American	Highest performing racial/ethnic student
2	American Indian or Alaska Native	
3	Asian	
4	Hispanic or Latino	
5	Native Hawaiian or other Pacific Islander	
6	White	
7	Two or more race/ethnicities	
	Student Groups related to Services	
8	Economically Disadvantaged (students in poverty based on eligibility for free/reduced-price school meals)	Not Economically Disadvantaged
9	English Learners (EL)	Not identified as EL
10	Students with Disabilities (SWD) who have an IEP	Not identified as SWD with IEP

Statistical analysis will be completed to determine if there are differences between the comparison group and reference group. Statistically significant gaps between groups for each school, district, and state will be publicly reported. Additionally, if practically and statistically significant achievement gaps are

found in schools, LEAs, and state earning a four (4) or five (5) star rating, the star rating will be reduced by one (1) star (e.g. if an achievement gap is found in a school earning a four-star rating, the school will be reported as a three-star school).

Performance standards (cut scores) will need to be reviewed for the 2019-2020 school year and new performance standards established in the 2020-2021 school year. Those performance standards will be established through a formal accountability standard-setting process that will be systematic, public, and done by an appropriately selected set of standard-setting panelists. While this approach to standard setting is the professional best practice for setting assessment proficiency level cutscores, it is still rare for setting accountability system cutscores and decision rules.

Kentucky continues to collaborate with the Center for Assessment on the design and facilitation of the standard setting process for its accountability system. Please see the preliminary plan developed with Chris Domaleski and Brian Gong of the Center below.

Establishing Performance Standards for the Kentucky School Accountability System

The Kentucky Department of Education (KDE) is currently working to further develop their next generation school accountability system that is compliant with requirements of the Every Student Succeeds Act (ESSA). This system incorporates multiple indicators of performance for schools and student groups. Previously, standards were established to identify schools for Comprehensive and Additional Targeted Support and Improvement. In the spring of 2019, standards of performance were established for each indicator category separately and for an overall rating. The overall rating is expressed as one to five stars, where 5-star schools are highest performing.

Given the central importance of indicator and star ratings, it is appropriate to require convincing evidence that the rating has a high degree of validity for the intended interpretation and uses. A substantial part of that validity argument is the design and implementation of a process for establishing performance standards that credibly reflects the state's vision for the accountability system. The purpose of this document is to outline the process implemented and will be repeated during the summer of 2021. When new tests in reading, writing, mathematics, and

social students are administered in the 2020-2021 school year and performance is included in the overall rating, a full standard setting of the 5-star system will occur using the process below.

Standard Setting Process

Establish Policy Descriptors

The process starts by establishing policy definitions for the overall star performance categories separately for 1) elementary and middle schools and 2) high schools. The state has a strong foundation for those policy definitions based on the substantial public engagement and development work implemented to date. That process culminated in a system that values equity and high-achievement and supports schools to prepare well-rounded students who are on-track to post-secondary success.

This policy vision will be clearly documented in a series of Policy Descriptors (PDs) for each performance category. The Center and KDE will develop draft PDs, which will be reviewed and revised as appropriate by education stakeholder groups.

Develop School Performance Level Descriptors (SPLDs)

Next, the Center and KDE will develop more specific School Performance Level Descriptors (SPLDs) for each classification. These SPLDs are based on the policy definitions and Board-approved weights, but are written at a level of detail that can be used to inform the decision of panelists in standard setting. The Center and KDE will draft proposed SPLDs reflecting the values and development decisions to date. These SPLDs will be reviewed and refined in a series of workshops with Kentucky education stakeholders.

Standard Setting Panel

Next, KDE will convene a broad-based panel of leaders and stakeholders to evaluate information and make recommendations regarding performance expectations for the accountability system. Members of the panel may include: leaders from selected districts (e.g. one or two district superintendents), leaders from selected schools, representatives from critical agencies or offices (e.g. the governors education office, groups representing parents, business community, students with special needs, etc.). The goal is to assemble a team of leaders, experts, and stakeholders broadly representative of the state's education policy interests.

The key activities of the standard setting meeting are as follows:

Introduction and Training

- Discuss context, significance, and role of accountability standards
- Review and discuss the process for developing and features of existing PDs and SPLDs

Operationalize SPLDs

- Panelists will work in small groups to operationalize the SPLDs by listing clarifications or elaborations necessary to help define the five Star performance levels (i.e., 1-Star, 2-Stars, 3-Stars, 4-Stars, and 5-Stars).
- The full group will discuss, revise as necessary, and ultimately document overall recommended guidance to operationalize the expectations for each indicator category.

Establish Overall Ratings

- Individual panelists will reviewschool performance profiles associated with each SPLD, and recommend a cut score.
- Panelists will discuss in small groups and then overall
- Impact data reflecting the recommended group median cut scores will be presented
- Panelists will be invited to suggest any revisions to the cut scores that may be appropriate, keeping in mind that final decisions must conform with the SPLDs
- Any proposed revisions will be documented

Establish Indicator Thresholds

- Panelists will be trained on the requirements and intended use for the Indicator performance levels, i.e., range from very low to very high; intended to provide schools with indication of relative strengths/areas to work on; will be reported only, not used in accountability rating
- Panelists will work independently with an anonymized schools list representing a range of schools at each Star rating level to classify performance using 1-5 for each indicator, where 1= very low and 5=very high.
- Following the independent ratings, a summary of the ratings will be presented (e.g. minimum, median, and maximum on each indicator). The facilitator will focus on schools and indicators

where the most disagreement among panelists was observed (i.e. 'gray areas').

- Panelists will discuss these 'gray areas' in small groups and then overall. The purpose is to allow panelists an opportunity to share their rationale as well as learn from multiple perspectives.
- Panelists will return to the anonymized school list to produce a second round of independent ratings, focusing on the 'gray areas.'
- After the second round, results will be presented and discussed. The median value will be regarded as the panel recommendation (i.e. schools with a median rating of 4.5 and higher meet the very high threshold; schools with a median rating of 3.5 to 4.4 meet the high threshold and so forth). The group will have an opportunity to make any additional adjustments by consensus only.

Evaluation

- Panelists will complete an evaluation of the process, which will include an opportunity to provide feedback on their confidence in the results

Documentation and Approval

- A technical report will be produced that describes each phase of the process, the recommended thresholds and rationale, projected impact, and a summary of the evaluation. These recommendations will be provided to the commissioner of education and the State Board of Education for final review and approval.

Estimated Timeline

Activity	**Estimated Completion Date**
Standard setting review	September 2020
Prepare draft policy descriptors (PD)	March 2021
Panel review and feedback on PDs via webinar	April 2021
PDs finalized	April 2021
Draft SPLDs	May 2021
In person panel review and feedback on SPLDs	June 2021
Conduct standard setting meeting	September 2021
Final standard setting technical report	September 2021

In September 2020, the KDE will organize a group of education stakeholders to review the cutscores for the school accountability system of school ratings. With the addition of the Quality of School Climate and Safety to the indicators used to establish the overall cut scores, a panel will review and adjust if needed the cutscores for an overall rating established for the 1- to 5-stars ratings. Additionally, the cutscores for the Quality of School Climate and Safety will be established to allow reporting of school performance on one of five levels from Very Low to Very High (Very Low, Low, Medium, High, Very High).

In September 2021, the Kentucky Department of Education will convene a standard-setting panel to establish cutscores for the school accountability system of school ratings. The panel will establish cutscores for an overall rating consisting of from 1- to 5-stars, and cutscores for each Indicator (e.g., Proficiency, Separate Academic Indicator, Growth (that includes English language proficiency at elementary and middle), Graduation Rate, Transition Readiness (that includes English language proficiency at high), and Quality of School Climate and Safety) to allow reporting of school performance on each Indicator on one of five levels from Very Low to Very High (Very Low, Low, Medium, High, Very High).

Key policy decision will be considered by the standard setting panel. During the standard setting, panelists will discuss the relationship between Comprehensive Support and Improvement (CSI) and the star rating. The committee also will discuss low performing schools not classified as CSI. Panelists will consider how low performing schools just above the 5% cut for CSI will be reported. The committee will debate various options. For example, they may recommend only CSI schools be reported as 1-star, all other low performing schools be reported as at least 2 stars.

In the future, new assessments may yield different student performance on Proficiency or on Growth, which might warrant an adjustment in the respective Indicator's cutscores for accountability. A new standard-setting panel might be convened to recommend such adjusted cutscores, or the changes may be fairly simple to do within the context of the prior standard setting.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Kentucky does not use a different methodology.

vi. Identification of Schools
(ESEA section 1111(4)(D))

a. Comprehensive Support and Improvement Schools (Identifying the lowest five percent)
Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

In the beginning of school year 2018-2019, based on 2017-2018 data, Kentucky determined the bottom 5% of Title I schools, in each level (elementary, middle, and high school) by using the standard setting method reported. Beginning with the 2018-19 school year, Kentucky will determine the bottom 5% of Title I schools, in each level (elementary, middle, and high school) using all the applicable indicators:

- Elementary and Middle Schools will be identified based on performance in Academic Achievement Indicator-Proficiency in reading and mathematics, Other Academic Indicator-Growth in reading and mathematics and Separate Academic Indicator for science, English Language Proficiency Indicator, and School Quality/Student Success Indicator-Separate Academic Indicator for social studies and writing.
- High Schools will be identified based on performance in Academic Achievement Indicator-Proficiency in reading and mathematics, Graduation Rate, English Language Proficiency Indicator, and School Quality/Student Success Indicator-Transition Readiness and Separate Academic Indicator-science and writing.

Additionally, Kentucky will identify any non-Title I schools that fall within that range of performance for Comprehensive Support and Improvement (CSI).

Identification of Schools for CSI/TSI

Kentucky will identify schools for CSI and TSI using the Indicators and specific measures shown in tables Table A and B below.

TABLE A

Alignment of ESSA and Kentucky Indicators
Elementary/Middle Schools

Elementary/Middle School	**2019-2020 and beyond**
ESSA-Academic Achievement Indicator	
KY – Proficiency – Reading and Mathematics Based upon: Grades 3-8 Reading & Mathematics	5-Star System
ESSA-Other Academic Indicator	
KY – Growth - Reading and Mathematics Based upon: Grades 3-8 Reading & Mathematics	5-Star System
***KY – Separate Academic Indicator for Science** Based upon: Grades 4 & 7 Science	5-Star System
ESSA-English Language Proficiency (ELP) Indicator	
KY – English Learner Growth Based upon: WIDA ACCESS	5-Star System
ESSA-School Quality or Student Success Indicator(s)	
KY – Quality of School Climate and Safety (beginning 2019-2020)	5-Star System
***KY – Separate Academic Indicator for Social Studies and Writing**	5-Star System

*The Separate Academic Indicator for science, social studies and writing is separated in the table to demonstrate federal alignment.

TABLE B
Alignment of ESSA and Kentucky Indicators
High Schools

High School	**2019-2020 and beyond**
ESSA-Academic Achievement Indicator	
KY - Proficiency-Reading and Mathematics	5-Star System
	Criterion Referenced KY-Summative Assessments: Reading/Math Subject Test Scores
ESSA-Graduation Rate	
***KY - Graduation Rate** Based upon: 4 and 5 Year Rate	5-Star System
ESSA-English Language Proficiency (ELP) Indicator	
KY - English Learner Transition Based upon progress toward proficiency on WIDA Access	5-Star System
ESSA-School Quality or Student Success Indicator(s)	
KY - Quality of School Climate and Safety (beginning 2019-2020)	5-Star System
KY - Separate Academic Indicator for Science, Social Studies and Writing	5-Star System
	Customized KY-Summative Assessments: Science, Social Studies (field test), and Writing
KY - Transition Readiness	5-Star System
Based upon: Academic and Career measures	Full Set of Measures

*High schools with a 4-year graduation rate below 80 are identified as CSI.

The general method for identifying schools for CSI is described below. Then the method for identifying schools for Targeted Support and Improvement will be described.

Comprehensive Support and Improvement (CSI) Identification

The ESSA requirement for CSI is to identify schools in the "bottom 5% of Title I schools" on the basis of their performance on the ESSA Indicators. As "the bottom 5%" is a normative requirement, the actual performance of "the bottom 5%" of schools will vary from year to year—if the schools in general perform more strongly in 2019 than in 2018, the performance of the bottom 5% will be higher in 2019 than was the performance of the bottom 5% in 2018; if the schools in general perform more poorly, the bottom 5% will be lower. Therefore, it is not possible to set a particular score or specific level of performance that will identify the bottom 5% each year. It is possible to specify a process for evaluating schools consistently from year to year and to identify the lowest performing 5%.

Kentucky will calculate an overall performance score representing the weighted average of performance on all Indicators for each school. Schools will be rank ordered in terms of overall performance score, within elementary, middle, and high school levels. The bottom 5% of Title I schools will be identified for CSI. This is in addition to schools that are identified for CSI because of graduation rate or failure to exit from ATSI status.

Kentucky will calculate overall school performance scores and apply the performance cutscores in exactly the same ways to both Title I and non-Title I schools. By identifying the profiles and criteria that identify the lowest-performing 5% of Title I schools and then applying those criteria to both Title I and non-Title I schools, Kentucky will maintain the same standards of school quality for Title I and non-Title I schools, but will identify more than 5% of the total schools for CSI, as long as some non-Title I schools perform at least as poorly as the bottom 5% of Title I schools.

Targeted Support and Improvement (TSI) Identification

Eligible schools were identified for Additional Targeted Support and Improvement (ATSI) in fall 2018. The methodologies for identifying schools for TSI and ATSI are described below.

b. Comprehensive Support and Improvement Schools (Identifying high schools failing to graduate one third or more of their students)
Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Based on the new accountability system adopted by the Kentucky Board of Education on August 23, 2017, and revised February 6, and April 10, 2019, in school year 2018-2019, Kentucky will identify all high schools with less than an 80% graduation rate for Comprehensive Support and Improvement. The state will use the four-year adjusted cohort rate.

c. Comprehensive Support and Improvement Schools (Identifying schools that have not satisfied exit criteria)
Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111 (4)(D)(i)(I) using the State's methodology under ESEA section 1111 (4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Based on the new accountability system adopted by the Kentucky Board of Education on August 23, 2017, in school year 2021-2022, Kentucky will identify schools for Comprehensive Support and Improvement that have previously been identified for Additional Targeted Support and Improvement and have not exited that status after three years. (See the chart below that summarizes the entrance criteria for both Targeted Support and Improvement and Comprehensive Support and Improvement Schools.)

Entrance Criteria

Targeted Support and Improvement	Comprehensive Support and Improvement
In the fall of 2018, schools were not identified for Targeted Support and Improvement; however, a school was identified for Additional Targeted Support and Improvement (ATSI) if it had one or more subgroups 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. Beginning in the fall of 2020 and annually thereafter, a school will be identified for Targeted Support and Improvement (TSI) if it has one or more of the same subgroups performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance, for three consecutive years. Beginning in the fall of 2021 and every three years thereafter, a school will be identified for ATSI if it was identified for Targeted Support and Improvement (TSI) in the immediately preceding year and has one or more subgroups performing as poorly as all students in the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance.	In 2018 and 2019, schools were identified for Comprehensive Support and Improvement (CSI) annually. Kentucky will not identify any new CSI schools in 2020; however, beginning in the fall of 2021 and every three years thereafter, a school will be identified for CSI if it meets **any one** of the following categories: CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019); **OR** CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018-2019); **OR** CSI III: Title I or non-Title I schools previously identified for Additional Targeted Support for at least 3 years and have not exited (beginning 2021-2022).

d. Frequency of Identification

Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

In 2018 and 2019, Kentucky identified the lowest 5% of Title I schools and non-Title I school that fell into that range annually. Kentucky will not identify new CSI schools in 2020; however, beginning in fall of 2021, Kentucky will identify the lowest 5% of Title I schools and non-Title I schools that fall into that range

once every three years. Kentucky will identify all high schools below 80% graduation rate, using the 4-year adjusted cohort graduation rate, every three years. Every three years, Kentucky will identify Additional TSI schools for CSI after the school fails to exit that status after three years.

e. Targeted Support and Improvement

Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 11114) (iii))*

Kentucky will identify a school for Targeted Support and Improvement (TSI) where the school has one or more of the same subgroups performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school), based on school performance, for three consecutive years (identified annually, beginning 2020-2021). In years in which schools are not identified for Comprehensive Support and Improvement (CSI), Kentucky will continue to determine the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) for purposes of identifying schools for TSI and for purposes of determining whether any school has met the exit criteria outlined is subsection viii. of this section.

School performance is determined by the following measures: elementary and middle schools will be identified on performance in Academic Achievement Indicator-Proficiency in reading and mathematics, Other Academic Indicator-Growth in reading and mathematics and Separate Academic Indicator for Science, English Language Proficiency Indicator, and School Quality/Student Success Indicator-Separate Academic Indicator for social studies and writing; high schools will be identified on performance in Academic Achievement Indicator-Proficiency in reading and mathematics, Separate Academic Indicator for science and writing (social studies will be added in future years), Graduation Rate, English Language Proficiency Indicator, and School Quality/Student Success Indicator-Transition Readiness.

Schools will be identified for TSI in fall 2020 using an index, as was used to identify the bottom 5% of schools for CSI in 2019.

f. Additional Targeted Support

Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111 (4)(D)(i)(I) using the State's methodology under ESEA section 1111 (4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2) (D))*

In the fall of 2018, Kentucky identified a school for Additional Targeted Support and Improvement (ATSI) where the school had one or more subgroups 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.

Beginning in the Fall of 2021 and every three years thereafter, Kentucky will identify a school for ATSI where the school was identified for Targeted Support and Improvement in the immediately preceding year and has one or more subgroups 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.

In other words, a school will be identified for ATSI in 2021 if it was identified for TSI in 2020 and has at least one student group whose performance is as low as the all student group in a school identified as a bottom 5% Title I school. Using the procedures described above, beginning in 2021 and every three years thereafter, Kentucky will identify the 5% of schools with the lowest performance for Comprehensive Support and Improvement and, any school identified for TSI in the immediately preceding year that has a student group performing as low will be identified for ATSI.

School performance is determined by the following measures: elementary and middle schools will be identified on performance in Academic Achievement Indicator-Proficiency in reading and mathematics, Other Academic Indicator-Growth in reading and mathematics and Separate Academic Indicator for science, English Language Proficiency Indicator, and School Quality/Student Success Indicator-Separate Academic Indicator for social studies and writing; high schools will be identified on performance in Academic Achievement Indicator-Proficiency in reading and mathematics, Graduation Rate, English Language Proficiency Indicator, and School Quality/Student Success Indicator-Transition Readiness.

g. Additional Statewide Categories of Schools

If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

This question does not apply to Kentucky's model.

vii. Annual Measurement of Achievement
(ESEA section 1111 (4) (iii))

Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Historically, Kentucky's test participation rate has been very high. Opting-out of statewide testing is not an option. Although parents have the right to opt their children out of public education by choosing home school or private school, parents cannot choose the provisions of public education with which they will comply. In "Triplett vs. Livingston County Board of Education, 967 S.W.2d (Ky. App. 1997)", the Kentucky Court of Appeals upheld the mandate of the Kentucky Board of Education that all students of public schools in the state participate in standardized assessments. Students may only be excused from the statewide assessment upon completion and approval of the Medical Nonparticipation or Extraordinary Circumstance request. Administrative regulation **703 KAR 5:240** establishes administrative procedures and guidelines for Kentucky's assessment and accountability program. Sections 8 and 9 specifically address student participation and are provided below. To summarize, if a student does not participate (via repeated absences or refusal to enter test answers) and does not have an approved exemption, the lowest reportable score on the appropriate test shall be assigned for accountability calculations for the school and district. This means, every student enrolled in the school and district is included in the calculation. The total number of students in the school is included in the denominator. If the student does not test, a novice (or zero points) is included in the numerator.

"Section 8. Student Participation in State Assessments. (1)(a) All students enrolled shall participate at the appropriate grade level for the state-required assessments in grades 3-12.

(b) For assessment and accountability purposes, the state shall not use the primary level designator and all students in grades 3-12 shall be assigned a single grade level. The assigned grade level shall determine the state tests to administer.

Kentucky Exceptions for testing shall be made for medical-exempted students. Based on ESEA section 1111(c)(4)(F), Kentucky Department of Education policy will monitor enrollment and testing of foreign exchange students. Students will participate in state-required testing and will be included in accountability calculations if the student meets Kentucky's full academic year requirement.

(d) Students categorized as English learners (EL) shall follow testing guidelines set forth by the federal Every Student Succeeds Act of 2015, 20 U.S.C. Secs. 6301 et seq.

(2) High school students shall participate in the state-required end of course testing program after completing the appropriate course linked to the end-of-course test.

(3) For the state assessments in grades 3-12, , a school shall test all students during the test window that are enrolled in each accountability grade on the first day of the school's testing window and shall complete a roster in the electronic application provided by the Department of Education.

(4) A student retained in a grade in which state-required assessments are administered shall participate in the assessments for that grade again and shall continue to be included in all accountability calculations.

(5) A student who is suspended or expelled but continues to receive instructional services required under KRS 158.150 shall participate in the state-required assessments."

"Section 9. Students Not Participating in State-Required Assessments. (1) If a student does not participate in state-required assessments, the school at which the student was enrolled on the first day of the testing window shall include the student in the roster in the electronic application provided by the Department of Education. (2) A student who does not take the state assessments and does not qualify for approved exempted status shall be assigned the lowest reportable score on the appropriate test for accountability calculations.

(3) A student reaching the age of twenty-one (21) years of age who no longer generates state funding under Support Education Excellence in Kentucky shall not be required to participate in state-required assessments.

(4) A student who is expelled and legally not provided instructional services under the standards established in KRS 158.150 shall not be considered to be enrolled for a full academic year, and shall not be included in accountability calculations.

(5) If a student has been expelled or suspended at some point during a year and is enrolled but does not complete the state-required assessment, the student shall be included in the accountability calculation.

(6)(a) If participation in the state-required assessment would jeopardize a student's physical, mental or emotional well-being, a school or district shall submit a request for medical exemption, which shall be subject to the approval of the Department of

Education and which describes the medical condition that warrants exempting a student from the assessments.

(b) An identified disability or handicapping condition alone shall not be considered sufficient reason for granting a medical exemption to state-required assessment and accountability requirements.

(c) A student with an approved medical exemption shall be excluded from state-required assessments and state and federal accountability calculations.

(7) If the student moves out of state or to a private school before state-required assessments can be completed in the school or district's announced testing window, the student shall be excluded from accountability calculations."

viii. Continued Support for School and LEA Improvement
(ESEA section 1111(d)(3)(A))

a. Exit Criteria for Comprehensive Support and Improvement Schools
Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

A school under comprehensive support and improvement status will exit upon meeting the following:

- For Schools Identified based on Graduation Rate: The school no longer meets the criteria for identification (i.e. Graduation Rate at or above 80%).
- For Schools Identified in Bottom 5%:
    - The school no longer meets the criteria for identification; and
    - The school demonstrates progress on the overall score, which encompasses all indicators included in the accountability system.
- For Schools Identified based on Subgroups:
    - The school no longer meets the criteria for identification; and
    - The group or groups that served as the basis for identification demonstrate progress on the overall score, which encompasses all indicators included in the accountability system.

For example, a school's data from school year 2017-18 would be used to identify the school as a CSI school in the fall of 2018.

The same school's 2018-19 data would be used to determine if they were eligible to exit CSI status in the fall of 2019.

It is possible that schools will meet more than one entrance criteria and be designated for comprehensive support and improvement. In that situation, those schools will be required to meet the exit criteria for each area that led to entry into comprehensive support and improvement status. Schools will be required to meet the exit criteria for each designation in the same year in order to exit.

For example, if a school is designated as CSI for graduation rate and bottom 5%, that school would have to meet the exit criteria for both designations before completely removing CSI status.

b. Exit Criteria for Schools Receiving Additional Targeted Support
Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2), including the number of years over which schools are expected to meet such criteria.

In schools that were identified for Additional Targeted Support and Improvement (ATSI) in fall of 2018, low-performing subgroups (subgroups performing as poorly as all students in any of the lowest performing 5%) that served as the basis for identification must demonstrate continued progress on the data that served as the basis for identification.

For example, a school's data from school year 2017-2018 was used to identify the school as an ATSI school in the fall of 2018. The same school's 2018-2019 data will be used to determine if they are eligible to exit ATSI status in the fall of 2019.

In schools that are identified for ATSI in the fall of 2021 and beyond, low-performing subgroups (subgroups performing as poorly as all students in any of the lowest performing 5%) that served as the basis for identification must perform above all students in any of the lowest 5% of all schools and demonstrate progress on the overall score, which encompasses all indicators included in the accountability system. Upon meeting that criteria, schools will exit ATSI status.

For example, if a school isr identified as an ATSI school in the fall of 2021, the same school's 2021-2022 data will be used to determine if they are eligible to exit status in the fall of 2022.

Exit Criteria

Targeted Support and Improvement	Comprehensive Support and Improvement
A school identified for Additional Targeted Support and Improvement (ATSI) in the fall of 2018 will exit that status when it demonstrates continued progress on the data that served as the basis for identification. A school identified for Targeted Support and Improvement (TSI) in the fall of 2020 and beyond will exit when the school no longer meets the criteria for identification AND the group or groups that served as the basis for identification demonstrate progress on the overall score, which encompasses all indicators included in the accountability system. A school identified for ATSIin the fall of 2021 and beyond will exit when the school no longer meets the criteria for identification AND the group or groups that served as the basis for identification demonstrate progress on the overall score, which encompasses all indicators included in the accountability system.	A school under Comprehensive Support will exit upon achieving: CSI I: The school no longer meets the criteria for identification AND demonstrates progress on the overall score, which encompasses all indicators included in the accountability system; **OR** CSI II: A graduation rate at or above 80% for Title I or non-Title I high schools; **OR** CSI III: The school no longer meets the criteria for identification AND the group or groups that served as the basis for identification demonstrate progress on the overall score, which encompasses all indicators included in the accountability system.

c. More Rigorous Interventions

Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Kentucky has been recognized nationally in the area of school improvement. (See the **study by Mass Insight**). Looking forward and considering the freedoms permitted in ESSA, Kentucky seeks to expand upon its successes to continue to serve its struggling schools. Senate Bill 1, passed by the Kentucky General Assembly during the 2017 legislative session, also outlines certain steps to be taken in the area of school improvement/turnaround upon initial identification. Additionally, the current state regulations specifying school improvement processes have been revised by the KDE to reflect the required criteria found in Senate Bill 1 and in ESSA. Specifically, 703

KAR 5:225 and 703 KAR 5:280 became effective on August 6, 2018.

Upon initial identification for Comprehensive Support and Improvement, CSI schools are subject to an initial comprehensive audit that will provide the following: a diagnosis of the causes of the school's low performance, with an emphasis on underperforming subgroups of students and corresponding critical resource inequities; a determination of the leadership capacity of the principal to lead as a turnaround specialist; an assessment of the interaction and relationship among the superintendent, central office personnel and the school principal; a recommendation of the steps the school may implement to launch and sustain a turnaround process; and a recommendation to the local board of education of the turnaround principles and strategies necessary for the superintendent to assist the school with turnaround efforts. Per Senate Bill 1, districts are required to select an audit team and a turnaround team that will develop the turnaround plan for the identified CSI school. Districts have the option to select the services provided by the Kentucky Department of Education or of an outside private entity with commensurate funds provided from the KDE. Regardless of that selection, the Kentucky Department of Education will ensure the successful development and implementation of the school's turnaround plan through the monitoring and periodic review process provided for in ESSA.

Should the school fail to exit CSI status after three years, or not make annual improvement after two years, the Kentucky Department of Education will conduct an additional state-led comprehensive audit of the school and the district as well as make a determination as to the leadership capacity of the principal to lead the turnaround efforts and the school and district's capacity to support the turnaround process at the school level. Based upon those findings, KDE will work in partnership with the district and the school to amend the school's Comprehensive School Improvement Plan (CSIP) and provide additional technical assistance.

The CSIP is a significant component of the continuous improvement process in Kentucky. School and district improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding and closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs. More

information about the support, tools and strategies associated with CSIPs and Comprehensive District Improvement Plans (CDIPs) can be found on the **CDIPs website**.

Following the state-led comprehensive audit, an additional audit will occur every two years, or as deemed necessary by the commissioner of education, until the school exits comprehensive status.

Additionally, the KDE will provide Educational Recovery (ER) Staff to all CSI schools that do not exit CSI status after three years, or a school that does not make annual improvement over two years. Educational Recovery Directors (ERDs) are responsible for supervising Educational Recovery Leaders (ERLs) and Educational Recovery Specialists (ERSs), coordinating resources (including multiple educational partners, business, civic and faith-based providers), and providing leadership to ensure success in school leadership, culture, planning, organization, compliance and support services and resources. For each school identified for CSI, an ERL and two ERSs will be placed to support the turnaround work at the school. ERLs mentor and coach school leadership to ensure schoolwide decisions are made to enhance student achievement. Additionally, ERLs place an intentional focus on building schoolwide sustainable systems that support school improvement. They work with school leadership to develop a school improvement plan, curriculum, and a school budget, and work to promote a positive school culture. ERSs model best practices and coach teachers to provide quality instruction in the classroom and the necessary interventions. ER Staff will work with CSI schools to develop and execute strategies around the school's improvement plan.

An exception will be made for schools which are identified for comprehensive support and improvement and do not make any annual improvement, as determined by the department, for two consecutive years. These schools will receive the state led comprehensive audit after the second year rather than the third year so that the KDE can take more immediate action to support the school.

d. Resource Allocation Review

Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The KDE will periodically review resource allocation to support school improvement in each LEA serving a significant number or

percentage of schools identified for comprehensive or targeted support and improvement.

For LEAs serving a significant number of CSI schools, during the comprehensive audit process outlined in Kentucky below, LEA resource allocation to support school improvement will be reviewed. KDE will address any identified inequities in resources that are having a negative impact on those schools and their students.

For LEAs serving a significant number of TSI schools, ER staff will review LEA resources and allocations to determine if they are being used effectively for school improvement.

e. Technical Assistance

Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

LEAs Serving a Significant Number of CSI Schools

For districts serving a significant number of CSI schools, KDE will conduct a comprehensive audit at the district level to analyze the systems in place to support district level school improvement efforts for identified CSI schools. Additionally, the comprehensive audit will determine if district leadership has the capacity to lead school improvement efforts for CSI schools.

ER Staff will collaborate with the LEA to develop a district improvement plan to address the needs of low-performing schools. ER Staff will monitor the implementation of this plan. Additionally, ER Staff will monitor through 30/60/90-day plans to ensure that the LEA is providing direct support and leadership to the CSI schools.

LEAs Serving a Significant Number of TSI Schools:

KDE will provide districts serving a significant number of TSI schools, including schools identified for ATSI, professional development opportunities for district and school personnel. Each district will be assigned an ERL who will collaborate with the district to develop a 30/60/90-day improvement plan. The district also will receive periodic visits and assistance from an Educational Recovery Leader to ensure that the plan is being implemented.

Additionally, the KDE will connect districts serving a high number of TSI schools, including schools identified for ATSI, to Hub Schools. In 2013, the KDE identified three Hub Schools. These schools were low-performing schools that embraced the school turnaround process and became high-performing schools. The purpose of each Hub School is to capture its own best or

promising practices based on data and results and to connect with other schools in their region, with emphasis on connections with those schools that have a TSI or ATSI designation. Hub Schools will be a lab of support and "Hub" of learning activity for both students and adults. In addition, they will be knowledgeable of the promising/best practices from CSI schools to strengthen connections and address multiple needs within their geographic area.

f. Additional Optional Action

If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

LEAs with a significant number of schools that are consistently identified for CSI or TSI status and do not exit could be subject to a review and potential audit regarding district governance, instructional programming, fiscal management and accountability, facilities, and transportation pursuant to the process provided in **KRS 158.780**, **KRS 158.785** and **703 KAR 3:205**. In addition to the actions taken under "More Rigorous Action" (Title I, Part A (4)(viii)), KDE will collect data (e.g., operational audits, school and district report cards) from the school districts with a significant number of schools that are consistently identified for CSI or TSI status and do not exit. That data will then be analyzed pursuant to KRS 158.785, and the commissioner of education will determine if significant deficiencies are present to warrant an onsite management review of the district. If the commissioner of education determines that the onsite management review of the district has revealed that the significant deficiencies indicate the presence of critically ineffective or inefficient management, the commissioner will order a management audit consistent with KRS 158.785. The findings of that management audit could lead to a continuum of action including, but not limited to: a corrective action plan for the district that would be monitored by the KDE; designation of the district as a state-assisted district; or designation of the district as a state-managed district.

In state-assisted districts, the local board retains authority; however, the KDE provides assistance to the district to develop and implement a plan to correct deficiencies found in the audit and monitors that development and implementation process. If the commissioner determines that the plan is being inadequately developed or implemented, he/she shall make a recommendation

to the KBE to declare the district a "state-managed district." In state-managed districts, the local board loses authority and the KDE/KBE assume supervision/operation of the district.

5. Disproportionate Rates of Access to Educators
(*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[4]

The Kentucky Department of Education (KDE) focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective teachers.

The Equitable Access for Effective Educators Plan for Kentucky (Equity Plan) was written in collaboration with the Equity Plan Work Group led by the Division of Next Generation Professionals which has become the Division of Educator Preparation, Assessment and Internship since the reorganization of the agency. This reorganization has brought into the division individuals from the Education Professional Standards Board agency. The Work Group who collaborated to develop the plan was comprised of members from the KDE, as well as the former Education Professional Standards Board (EPSB) and Kentucky Center for Education and Workforce Statistics (KCEWS). Extensive stakeholder comments and suggestions were collected through feedback loops including online communication to solicit comments and face-to-face meetings with **advisory committees**, civics groups, regional education cooperatives, and community groups. The Equity Plan was approved by the United States Department of Education (USED) September 10, 2015. The KDE's Equity Plan outlined a process to monitor and communicate the results of improvements efforts to stakeholders, provide technical assistance for district personnel to support their efforts to implement strategies, engage in a continuous improvement process that highlights the purpose of the plan and use the results to measure success as well as determine next steps. Four areas of focus for the Equity Plan included:

- *Teacher Preparation***:** increase the amount of training for pre-service teachers; increase the standards for literacy instruction in educator preparation programs; align preparation and accreditation programs; work with institutions of higher education to align current education practices.
- *Recruitment, Hiring and Placement***:** improve district recruitment practices; review and evaluate statutes, policies and procedures that may contribute to inequitable hiring practices; review district and school teacher and student assignment policies; increase the pool of teachers equipped to work with diverse learners.

[4] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

- *Ongoing Job-Embedded Professional Learning*: strategically allocate federal funds; review alternative funding streams; develop induction and mentoring programs; implement a coherent statewide system for professional learning that is aligned to educator effectiveness and is implemented as a continuous improvement process and not a one-time event or training; concentrate efforts on engaging teachers in the professional learning experiences that would most impact student achievement and on evaluating the impact in order to improve practice and demonstrate results.
- *Retention***:** provide educator career pathway opportunities; improve the collaborative culture through effective school leadership.

The Equity Plan originally identified five measures used to evaluate the impact of the implemented strategies. The plan is currently under revision and will contain four measures:

- Educator Pipeline – Promoting the teaching profession among P-12 students especially for diversification, quality and critical shortages.
- Educator Preparation – Providing high quality, contextually responsive learning opportunities for pre-service educators
- Educator Recruitment – Assist schools and districts to attract and hiring diverse, well qualified and credentialed educators
- Educator Retention – Keeping current educators in the workforce through professional learning and career opportunities

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data now is adjusted to fulfill the state law regarding district reporting and data collection. The revised measures are adjusted to reflect the disproportionality rates of the percent of students taught by inexperienced, out-of-field, and ineffective teachers on students who are identified as at-risk. The percentage of students taught by ineffective, inexperienced, and out-of-field teachers is provided for each sub-population (students with disabilities, students experiencing poverty, minority students and English learners).

For the 2018-19 school year, data was collected to assess whether students enrolled in schools assisted under Title 1, Part A were served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Designation	Definition
Ineffective Teacher	An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a

	trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.
Out-of-Field Teacher	An out-of-field teacher does not meet all applicable Kentucky certification requirements in the subject area or grade level in which they are teaching.
Inexperienced Teacher	A teacher with 0-3 years of teaching experience.

This data was collected from multiple data sources including the EPSB (Education Professional Standards Board) Local Educator Assignment Data (LEAD) report which identifies when educators are teaching out-of-field, the School and District Report Card dataset, and school/district MUNIS reports. Data was limited to students with primary enrollments only. If an identified teacher taught a student in a secondary enrollment, those students were not included.

The percentage of students taught by ineffective, inexperienced, and out-of-field teachers are provided for each sub-population (student with disabilities, students experiencing poverty, minority students and English learners). The definition by which each student population was identified is outlined in the table below.

Student Population	Definition
Economically Disadvantaged	Determined using student status for free/reduced lunch; an indication of a student's level of eligibility to participate in the National School Lunch Program for breakfast, lunch, snack, supper, and milk programs.
Minority/Non-white Students	A person having origins or characteristic of a human group having racial, religious, linguistic, and certain traits in common.
Student with Disabilities	A person having a disability and eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP) or service plan.
English Learners	Students in Kentucky schools whose primary language is a language other than English.

Students were matched to identified inexperienced and out-of-field teachers using the EPSB-assigned ID number. Historically, the EPSB ID has been a recommended field in Infinite Campus (the KDE's student data system) but has not been required. Due to this reporting inconsistency, approximately 50% of identified teachers were unable to be matched to student rosters. To ensure a more encompassing representation of student/teacher proportions in subsequent reporting cycles, inclusion of EPSB ID on all Infinite Campus entries will be prioritized.

Category	Percent Taught by Inexperienced Teachers (Title 1 Schools)	Percent Taught by Inexperienced Teachers	Title-1 and Non-Title 1 Equity Gaps

		(Non-Title 1 Schools)	
All Students	46.63%	40.18%	6.45%
Economically Disadvantaged	46.54%	43.96%	2.58%
Non-Economically Disadvantaged	46.79%	37.89%	8.91%
Economically Disadvantaged Gap	-0.25%	6.07%	N/A
Minority/Non-White Students	52.49%	41.87%	10.62%
Non-Minority/White Students	45.25%	39.78%	5.47%
Minority/Non-White Gap	7.24%	2.09%	N/A
Students with Disabilities (IEP)	41.18%	40.21%	0.97%
Students without Disabilities (IEP)	47.69%	40.18%	7.51%
Students with Disabilities Gap	-6.51%	0.03%	N/A
English Learners	55.23%	41.41%	13.82%
Non-English Learners	46.32%	40.14%	6.18%
English Learners Gap	8.91%	1.27%	N/A

Category	Percent Taught by Out-of-Field Teachers (Title 1 Schools)	Percent Taught by Out-of-Field Teachers (Non-Title 1 Schools)	Title-1 and Non-Title 1 Equity Gaps
All Students	22.11%	19.59%	2.52%
Economically Disadvantaged	22.20%	22.52%	-0.32%
Non-Economically Disadvantaged	21.95%	17.62%	4.33%
Economically Disadvantaged Gap	0.25%	4.9%	N/A
Minority/Non-White Students	22.58%	16.54%	6.04%
Non-Minority/White Students	21.96%	20.33%	1.63%
Minority/Non-White Gap	0.62%	-3.79%	N/A
Students with Disabilities (IEP)	23.02%	26.45%	-3.43%
Students without Disabilities (IEP)	21.94%	18.49%	3.45%
Students with Disabilities Gap	1.08%	7.96%	N/A
English Learners	25.52%	13.52%	12.00%
Non-English Learners	21.97%	19.76%	2.21%
English Learners Gap	3.55%	-6.24%	N/A

Note: Out-of-field teacher counts were not limited to specific course codes. If a teacher was identified as out-of-field in at least one course, students in all courses taught by identified teacher were included in out-of-field counts.

Category	Percent Taught by Ineffective Teachers (Title 1 Schools)	Percent Taught by Ineffective Teachers (Non-Title 1 Schools)	Title-1 and Non-Title 1 Equity Gaps
All Students	0.46%	2.05%	-1.59%
Economically Disadvantaged	1.08%	0.39%	0.69%
Minority/Non-White Students	0.26%	0.08%	0.18%

Note: Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Percent of ineffective teachers was self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers were not provided/collected.

Disaggregated data by school and district can be accessed at the following link: https://openhouse.education.ky.gov/Data/Download?file=DISPROPORTIONALITY_MEASURES_2019.xlsx&path=SRC%5CDatasets%5C20182019

For the 2019-2020 academic year, disproportionality data will be added to school and district report cards on the Equity Tab.

Finally, the school report card will allow districts to take a deeper dive into data and create a plan centered on student placement to help address identified gaps. Districts will address identified needs through setting goals in their Comprehensive School Improvement Plan (**CSIP**) and Comprehensive District Improvement Plan (**CDIP**), which will be reviewed annually.

Much of Kentucky's support and monitoring activities for all schools and districts center around the development, revision and monitoring of the CSIP or CDIP. Previously, schools that were identified as Focus or Priority Schools/Districts have specific processes and content requirements for development of the CSIP/CDIP relative to their status. This will continue for schools that are identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools under the ESSA. All other schools and districts (including all Title I schools) are required to complete a plan, but the requirements are not as prescriptive as those for the current Focus and Priority Schools and Districts as will be the case for the new CSI and TSI schools. The CSIP/CDIP process requires a needs assessment to be completed that includes the involvement of parents, students and the community. Committees, as part of this process, analyze and use the data to determine the school's or district's needs. The data is then synthesized into causes and contributing factors, translated into needs and then prioritized. Research-based goals, objectives, strategies and activities are developed to address the priority needs. Additionally, the process requires a review of the previous year's plan to evaluate its effectiveness, which is in turn used to inform the development process for the new plan and includes a plan for ongoing public communication. As a result, district plans will have strategies to address equitable access to teachers.

For the past several years, Kentucky also has been working with AdvancEd to implement its electronic Adaptive System of School Improvement Support Tools (ASSIST) system statewide in order to streamline, simplify and make more transparent both the planning and reporting process for schools and districts, and the monitoring process for the KDE. Simultaneously, the KDE has been increasing the amount of resources and the expectation that schools and districts must achieve consistently higher levels of performance through a continuous improvement framework. Currently, the KDE is transitioning to a new system called *eProve* to perform these functions.

The purpose of ASSIST (now *eProve*) is to reduce the number of plans required of schools and districts, better align the state's data collection and practices with those of the U.S. Department of Education and ensure the use of a more comprehensive plan allowing districts to track resources used and results realized from the implementation of electronic plans. It provides schools and districts with a template for their plans, the ability to upload additional compliance data and a method for monitoring completion of school and district strategies in the plan.

Connecting Title I schools to the ASSIST (now *eProve*) process provides a support and intervention component, as the system requires a data analysis procedure that will lead to identification of the root causes leading to low student performance among subgroups. This enables schools to create a strategic plan that directly addresses the root causes and to effectively monitor the implementation and the impact of the plan.

An additional benefit of this collaboration is the development of an electronic state education agency monitoring process that flows from the school and district planning processes. The online tools allow school districts to upload a number of compliance documents, send them electronically to the KDE and receive feedback. Further, it provides the KDE with a centralized location for all monitoring documents and activities, and it is anticipated that ASSIST (now *eProve*) will reduce or eliminate some monitoring activities that had in the past been performed on-site.

Consolidated Monitoring will identify districts through a risk-based assessment that is currently being developed by the KDE. Consolidated Monitoring provides districts an opportunity to review state (e.g., alternative programs, career and technical education, preschool) and federal programs (e.g., Title I, Title II, Title III, Title IV, Title V, IDEA, McKinney-Vento) with an eye toward effective implementation and collaboration. Aside from individual program reports, districts are provided consolidated reports that represent an opportunity for collaboration among the programs. Program monitors note effective practices identified during the monitoring visit as well as provide recommendations and corrective action plans for addressing noted common concerns and findings of noncompliance under federal and state law. Thus, Consolidated Monitoring provides for the identification and sharing of best practices, along with the remediation of deficiencies. These reports provide opportunities for programs to collaborate, streamline implementation and increase success.

Another aspect focuses on school leadership. The KDE continues to work with the National Institute for School Leadership (**NISL**) to provide leadership training to school and district leaders. NISL is a thoroughly researched and fully tested program designed to assist schools and districts across the state with leadership development efforts. The intent is to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders and improve student achievement. NISL was selected for use by the KDE for the following reasons:

- NISL has a track record of success – there are several large-scale evaluations of the program that have found schools led by NISL graduates increase student learning faster than comparable schools.
- NISL is focused on helping educators to become instructional leaders by increasing their leadership skills, subject area knowledge, and ability to implement best practices.
- NISL utilizes best practices in adult learning from education, business and the military to increase participant learning including computer simulations, case studies, and job-embedded practices.
- NISL employs a train-the-trainer implementation model which allows the state to implement LEAD-Kentucky with facilitators drawn from the best local Kentucky educators and sustain the program in the future.

6. School Conditions
(*ESEA section 1111(g)(1)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The Kentucky Department of Education works across the agency to reduce incidences of bullying and harassment; the overuse of discipline practices that remove students from the classroom; and the use of aversive behavioral responses that compromise student health and safety. The ways in which this is accomplished are discussed below.

(i) The Division of Student Success (DSS) responds to calls from parents/guardians who have concerns about their student(s) being bullied. DSS contacts the district to facilitate communication between the parents/guardians and the school (and district, if appropriate) about addressing the concerns and keeps a log of all of these contacts. DSS staff also offer training and technical assistance in the Olweus Bullying Prevention Program, as well as providing additional resources for parents, students, educators, and community members through the KDE website **Bullying and Harassment page**.

The DSS also collaborates with the Office of Special Education and Early Learning (OSEEL) when responding to calls on bullying/harassment that involve students with IEPs. The OSEEL works with schools to assist with

removing barriers to providing a free, appropriate public education for students with disabilities.

(ii) **KRS 158.444** requires the KDE to establish and maintain a statewide data collection system by which districts report the following information by sex, race, and grade level:

- All incidents of violence and assault against school employees and students;
- All incidents of possession of guns or other deadly weapons on school property or at school functions;
- All incidents of the possession or use of alcohol, prescription drugs, or controlled substances on school property or at school functions;
- All incidents in which a student has been disciplined by the school for a serious incident, including the nature of the discipline, or charged criminally for conduct constituting a violation of any offense specified in KRS Chapter 508 (e.g., Assault, Wanton Endangerment); KRS 525.070, Harassment, occurring on school premises, on school-sponsored transportation, or at school functions; or KRS 525.080, Harassing Communications;
- The number of arrests, the charges, and whether civil damages were pursued by the injured party; and
- The number of suspensions, expulsions, and corporal punishments.

The DSS publishes an annual school safety statistical report on all of the behavior events and discipline resolutions, by district, pursuant to the requirement of KRS 158.444. This report includes an analysis by gender, race/ethnicity, grade, and socioeconomic status (free and reduced-priced lunch status). The latest report and information on the KDE's data collection and technical assistance can be found on the **Safe Schools Data Collection and Reporting page**.

(iii) The following resources and supports are provided through the OSEEL to assist schools and districts with the creation of safe, inviting and engaging learning environments for all students. The OSEEL engages the Office of Continuous Improvement and Support (OCIS) to assist schools and districts with establishing and implementing a continuum of school-wide, evidence-based practices matched to each student's individual academic and behavioral needs. Through environments that foster effective instruction, sound interventions, and data-based decision making, opportunity and achievement gaps can be closed.

Positive Behavioral Interventions and Supports (PBIS) – The Kentucky Department of Education (KDE) is committed to supporting schools and districts with the implementation of multi-tiered systems of support that include academic, behavioral and mental health supports. Kentucky has a long history of commitment to PBIS implementation in its local school districts. In

2001, the KDE began the initiative to promote safe and supportive learning environments for Kentucky students by launching the Kentucky Instructional Discipline and Support (**K.I.D.S.**) Project. Over the past 19 years, the project has continued to grow and expand. (KY-ABRI) represents a consolidation of the existing ABRI project and the former Kentucky Center for Instructional Discipline (KYCID). This consolidated state center provides an integrated and comprehensive focus on student success in both the academic and social realms. By leveraging state and federal initiatives along with coordination of state colleges of education KY-ABRI has the unique ability to serve all Kentucky students through their home schools and districts. The three pillars of KY-ABRI target state-wide systems to organize and share responsibilities in a coordinated manner, delivery of direct service and support to all schools across a range of academic and behavior needs, and advocacy for evidence-based practices and data-based decision making through thorough evaluation and dissemination of school fidelity and student outcomes data across the state.

The three pillars of KY-ABRI include:

Pillar 1: Strengthen Coordination and Collaboration among Kentucky Stakeholders to Affect Student Success

Pillar 2: Make Service and Support Available to Every Kentucky District and School

Pillar 3: Evaluate and Disseminate Effective Practices, Fidelity of Implementation, and Impact on Student Success

Kentucky also has nine regional special educational cooperatives that work with member school districts to provide professional learning related to mathematics, literacy and behavior. These centers provide a comprehensive regional support network that offers a host of services to school districts and schools directly. These centers also are funded by the KDE through IDEA Part B state set-aside funds.

***Physical Restraint and Seclusion* –** Prior to 2013, Kentucky had no regulation governing the use of physical restraint and seclusion for the state's population of over 675,000 school children. To promulgate regulations providing for the physical welfare and safety of children in the public schools, and related to school safety and student discipline, the Kentucky Board of Education (KBE) and KDE began work on an administrative regulation to guide school personnel in the safest use of physical restraint and seclusion. During the regulatory process, a tremendous volume of anecdotal, documentary, written and testimonial comment and feedback was received from educational partners and interested parties. After extensive, collaborative drafting, the regulation was completed and enacted on February 1, 2013.

This landmark regulation established the limitations and requirements for the use of physical restraint and seclusion in local districts, including notification to parents, law enforcement and the KDE, data collection requirements,

training requirements for all school personnel and additional training requirements for a core team of individuals who may implement physical restraint or seclusion when there is imminent danger, and reporting requirements.

The KDE, with support from various partners and experts across the state, also develops annual content for the web-based option of the training required of all school personnel, pursuant to Section 6 (1) of **704 KAR 7:160**, *Use of Physical Restraint and Seclusion in Public Schools*. The focus is on positive behavioral supports and interventions to help school personnel increase appropriate student behaviors, decrease inappropriate or dangerous student behaviors and respond to dangerous situations.

The required annual trainings cover a broad range of information, including Introduction to PBIS, Implementing Schoolwide PBIS, Bullying Prevention and Considering Mental Health. The training includes video footage from Kentucky schools that are effectively implementing positive behavior intervention and support systems; endorsements for the use of school-wide positive behavior systems from leaders within the behavior field, administrators and other school personnel; and video examples of evidence-based practices to assist with implementation. The training also includes brief, focused, engagement activities. Over 40,000 teachers access these videos annually.

Behavior Institute – Every other year, the KDE partners with the Kentucky Council for Children with Behavior Disorders (KYCCBD) and other leaders to host a national Behavior Institute. The purpose of the institute is to equip educators with the tools, resources and supports needed to reduce barriers to learning. The 2017 Behavior Institute was recently held in Louisville, Kentucky with over 2,000 attendees including families, communities, and local, regional and state agencies. The most recent conference focused on *Multi-Tiered Systems of Support: From Tears to Resilience*. Conference strands included PBIS, academic and behavior RtI (Response to Intervention), Social Emotional Learning, Effective Instruction, Mental Health and Trauma Informed Care. Planning for the 2019 Behavior Institute is underway.

Disproportionality under the Individuals with Disabilities Education Act (IDEA) – Disproportionality is monitored under the IDEA in multiple ways. First, the IDEA's State Performance Plan (SPP), which requires state education agencies (SEAs) to set annual targets over a six year period, includes three (3) separate indicators (4, 9, and 10) specific to disproportionality. Under this requirement, each year the SEA must report its success in meeting the SPP targets in its Annual Performance Report (APR). Second, the IDEA also requires states to review local education agency (LEA) special education data to determine if significant disproportionality exists in any of the seven (7) federally recognized racial or ethnic groups across fourteen (14) different categories.

The first indicator under the SPP/APR specific to disproportionality is Indicator 4 (A and B). This indicator looks for *significant discrepancy* in the long-term (greater than 10 days across the school year) out-of-school removals of students with disabilities resulting from a disciplinary event. Indicator 4A is a *results indicator* where the state reviews the rate of these removals for all special education students regardless of race or ethnicity and compares it to the state target rate. Indicator 4B is a *compliance indicator* where the state reviews these removals by each of the seven (7) racial or ethnic groups individually and compares them to the same state target rate.

Mathematically, an LEA must have had at least two (2) special education students subject to long term removals greater than 10 days and a rate of such removals at least three (3) times the state's target rate. Kentucky's target rate is 0.20%. This means to be identified an LEA must have a rate of long-term out-of-school removals of special education students that is at least 0.60%. For Indicator 4A there must be at least 50 special education students in the LEA while for Indicator 4B there must be at least 10 special education students in the racial or ethnic group who could have been subject to long-term out-of-school removals.

However, to be identified with *significant discrepancy* requires the LEA not only exceed the state's target rate for this indicator but that the LEA did so because it had inappropriate policies, procedures or practices that resulted in the removals. LEAs with data suggesting *significant discrepancy* exists must have their policies, procedures and practices reviewed before a final determination is made. LEAs that exceed the state target rate and have inappropriate policies, practices or procedures are in non-compliance and have *significant discrepancy*.

Indicators 9 and 10 of the SPP identifies *disproportionate representation* based on the identification of students as eligible for special education regardless of disability (Indicator 9) or identification in any of six (6) specific disability categories (Indicator 10). Both Indicators 9 and 10 are reviewed for *disproportionate representation* in each of the seven (7) Federal racial or ethnic groups. Kentucky identifies LEAs for these two (2) indicators by an examination of the data, and an examination to determine if the identifications were the result of inappropriate policies, procedures or practices.

Kentucky uses the risk ratio methodology to determine if an LEA mathematically has *disproportionate representation* sufficient to require a review of policies, procedures and practices. The risk ratio method reviews and compares the rate at which students in any of the seven (7) race or ethnic groups were identified for special education (Indicator 9) or were identified in any of six specific disability categories (Indicator 10) as compared to the rate of which students not of that same race or ethnic group were identified. If any race or ethnic group is identified at least twice the rate at which students not of that race or ethnic group were identified, and there were at least 10 students identified and 50 students in that race or ethnic group who could have been

identified, then the LEA's policies, practices and procedures are reviewed to determine if the identifications were inappropriate.

LEAs that identified any race or ethnic group at least twice the rate at which other students not of that race or ethnic group were identified, due to inappropriate policies, procedures, or practices are found in non-compliance and have *disproportionate representation*.

Significant disproportionality is similar to Indicators 9 and 10 in its methodology and in the areas it reviews. However, in addition to reviewing LEA data on the identification of a student as eligible for special education and students identified in any of six (6) specific disability categories, the SEA also examines data specific to the educational setting of the student with a disability and specific to the removals of students with disabilities due to a disciplinary event. There are 14 separate categories reviewed annually by the SEA for *significant disproportionality* and each review examines the seven (7) Federal racial or ethnic groups. However, unlike *significant discrepancy* and *disproportionate representation* described above, the existence of *significant disproportionality* is not contingent upon a review of the LEA's policies, procedures or practices.

For *significant disproportionality*, Kentucky uses both a risk ratio and an alternate risk ratio as described in the December 2016 regulations at 34 CFR 300.646-647. In all 14 categories Kentucky has a risk ratio threshold of 3.0. Kentucky also utilizes the regulation's suggested cell and n-sizes of 10 students identified for the reviewed outcome and 30 students who could have been subject to the outcome. The alternate risk ratio is used when the comparison group (students of all other racial or ethnic groups) in the LEA fails to meet either the cell or n-size. While the risk ratio compares the LEA's data for the identification of its students in any racial or ethnic group to the rate it identifies any other students in the district who are not in that racial or ethnic group for the same thing, the alternate risk ration compares the LEA's identification data for the racial or ethnic group being examined to the statewide rate of the identification of students not in the same racial or ethnic group.

Kentucky also uses two flexibilities allowed by the December 2016 regulations; multiple-years (3) and a reasonable progress standard (0.05). This means before any LEA is identified for significant disproportionality, that LEA must have exceeded the state's threshold (3.0) for three consecutive years in the same category for the same racial or ethnic group. If the LEA is identified for three consecutive years, but reduces its risk ratio by 0.05 in each of the last two years, it will not be subject to the significant disproportionality requirement of reserving 15% of its IDEA allocations to provide comprehensive coordinated early intervening services (CCEIS).

Equity through Culturally Responsive Teaching and Universal Design for Learning – In an effort to assist schools and districts focus on equity, the KDE is committed to providing training, support and assistance aimed at bringing an awareness of Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) for all students. KDE program consultants provide training and support at regional, statewide and national conferences.

State Interagency Council for Services to Children with Emotional Disabilities – The State Interagency Council (**SIAC**) for Services to Children with Emotional Disabilities was established through legislation written in 1990 and continues to meet every fourth Wednesday of each month. It is a group consisting of various state agency representatives and the parent of a child with an emotional disability that oversees coordinated policy development, comprehensive planning and collaborative budgeting for services to children with emotional disabilities.

The SIAC oversees coordinated policy development, comprehensive planning and collaborative budgeting for services and supports to children and transition-age youth with or at risk of developing behavioral health needs and their families. The SIAC strives to design and implement a system of care that is youth- and family-driven, community-based, culturally- and linguistically-responsive, trauma-informed, and recovery-oriented. The SIAC conducts monthly meetings that are open to the public. ***Kentucky AWARE (Advancing Wellness And Resilience in Education)*** – To address concerns of diagnosable childhood mental illness and suicide, the Kentucky AWARE initiative strives to improve mental health literacy among adults in school communities and to build cross-system capacity for comprehensive mental health approaches for students. In this way, children developing mental health challenges or who are in crisis are more likely to be identified early and supported with appropriate interventions.

Kentucky AWARE has engaged a cross-system state management team to help develop critical resources, guidance and tools that can help schools support student mental health most effectively and efficiently. These include a statewide model for integrating school mental health into a Multi-Tiered System of Supports (**MTSS**) framework that employs evidence-based interventions and collaborative, data-driven decision making practices; guidance regarding brief, regular mental health screening for all students; and development of robust, collaborative partnerships across school and community mental health providers. The AWARE initiative is bringing a wide variety of interventions and approaches to schools, among them PBIS, Second Step, professional development on trauma-informed approaches, increased on-site clinical providers, Parents As Teachers, yoga, Capturing Kids Hearts, bullying prevention trainings and others. Outcomes data from implementation of these interventions will inform KDE-developed guidance for schools statewide.

7. School Transitions

(ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Each public school student in Kentucky has an Individual Learning Plan (ILP), which is defined in **704 KAR 19:002** as "a comprehensive framework for advising students in grades six (6) through twelve (12) to engage in coursework and activities that will best prepare them to both realize college and career success and become contributing members of their communities." The ILP is updated annually, at minimum, to keep students on track to graduate and transition to college and career. The KDE supports schools and districts in creating plans and processes to incorporate the ILP into the structure of the school, in order to best help students complete and maximize their ILPs. Additional information and resources for teachers, parents, and school leadership is available at the **KDE Individual Learning Plan public website**.

Enacted in 2000, **KRS 158.146** required the establishment of a comprehensive statewide strategy to provide assistance to local districts and schools to prevent students from dropping out of school. The KDE supports a Persistence to Graduation (PtG) Tool within the statewide student information system that identifies students in elementary through high school that show a risk of becoming off-track to graduate. Schools and districts can use this tool to identify elementary students with known dropout risk to receive additional supports as they transition to middle school. For school year 2016-2017, the KDE launched a new Early Warning Tool in the statewide student information system for grades 9-12 that uses data-mining to more accurately predict which students are most at risk of dropping out. Eventually, that tool will become more robust and will be expanded to the middle grades in school year 2018-19 and will ultimately include the lower grades. Until the time that the Early Warning Tool is available for all grades K-12, KDE staff will provide training and technical assistance on both tools, including when it may be preferable to use one over the other. KDE staff also provides training on what kinds of interventions may be appropriate to best address the risk factors identified for each student, including transition support from elementary to middle grades and middle school to high school.

The Division of Student Success (DSS) also houses a variety of Persistence to Graduation (PtG) initiatives, including a professional learning community, PtG eNews distributed via a listserv, and an annual PtG Summit, webinars, etc., to enhance LEAs' abilities to provide effective transitions, including resources for students who transition in and out of alternative education settings, and those who decrease the risk of dropping out. (See **Persistence to Graduation website** for details.)

KRS 160.380 defines "alternative education program" as a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers,

or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments. Pursuant to **704 KAR 19:002**, districts are required to ensure that each alternative education program:

- Aligns with college and career readiness outcomes;
- Is not limited in scope or design; and
- Includes training to build capacity of staff and administrators to deliver high-quality services and programming that conform with best practices and guide all students to college and career readiness.

704 KAR 19:002, also outlines the requirements for each student to have an Individual Learning Plan Addendum (ILPA), defined as "an action plan that addresses the changed educational needs of a student based upon entry into or exit from an alternative education program that includes, as appropriate, academic and behavioral needs of the student, criteria for the student's re-entry into the traditional program, and provisions for regular review of the student's progress throughout the school year while in an alternative education program." DSS staff provide monitoring and support of the implementation of the ILPA for alternative education students. Effective use of the ILPA can support continuity of the education pathway once a student leaves the alternative setting. For example, a well-executed ILPA can ensure that a student attending a "day treatment" program operated by the Department of Juvenile Justice who begins work toward an industry-certified workforce credential can continue with those requirements at a traditional school upon his/her return.

DSS monitors compliance and quality in alternative education programs, including annual identification of Alternative Programs of Distinction that can be a model to other alternative education programs. These programs are recognized annually by the Kentucky Board of Education. (See **Alternative Education Programs website.**)

DSS also leads interagency efforts to address chronic absenteeism through a state work group that includes multiple state agencies along with both district and community representation. The work group has identified primary and secondary priorities for the state-level work that include defining chronic absenteeism for Kentucky students; quantifying, identifying and disseminating resources to address chronic absenteeism; building buy-in at both the state and local levels; creating data visualization tools for use at the state, district and school levels; and examining the impact of other state legislation like SB 200, which aims to decrease students being referred to the court for status offenses like truancy. The work group also collaborates with the Regional Interagency Councils that are focusing their efforts on addressing chronic absence and truancy to ensure alignment with state efforts.

Additionally, transition efforts are underway by the KDE's OSEEL, focused on students with disabilities, as described below. The Kentucky State Systemic

Improvement Plan (**SSIP**) is part of the IDEA Part B SPP/APR that focuses on Results Driven Accountability (RDA). The SSIP is a comprehensive multi-phase plan designed to assist LEAs in building capacity and infrastructure to support teachers' use of effective evidence-based practices in the classroom. The State identified Measurable Result (SiMR) is focused on improving outcomes in mathematics for students with disabilities, specifically in grade 8. Ensuring growth in mathematics by grade 8 was essential based on the current research in dropout prevention and to allow students with disabilities to transition to high school successfully.

Additionally, Kentucky's plan focuses on evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. The basis of this work continues to:

- Improve local level transition planning and implementation through active student-focused partnerships centered on the three pillars of employment, community inclusion and independent living through learning or professional learning communities;
- Build capacity at the local level in working with the LEAs to deliver effective transition services by partnering with the **Kentucky Interagency Transition Council**, University of Louisville and the Human Development Institute (**HDI**) at the University of Kentucky;
- Promote awareness about the three pillars of transition through professional conference presentations and workshops; and
- Provide resources that will be housed on the KDE transition website for dissemination and access of available resources for the schools in the districts to access.

Section B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children
(ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

The Kentucky Department of Education (KDE) participates in the four-step continuous improvement model recommended by the Office of Migrant Education: Comprehensive Needs Assessment (CNA); Service Delivery Plan (SDP); implementation of the plan; and a program evaluation of both program implementation and performance.

The KDE recently underwent a thorough comprehensive needs assessment where the agency examined the needs of all migrant students ranging from birth through age 21, which included preschool children, students enrolled in school, those out

of school, and in how parents support their eligible migrant children. The KDE completed a performance evaluation and used that data in combination with parent and staff feedback via Parent Advisory Council (PAC) meetings and surveys to create the student profile. The needs assessment committee used the profile to create concern and need statements that comprised the CNA. The committee consisted of state, regional, and local level Migrant Education Program (MEP) staff, the evaluator and continuous improvement plan committee, and experts in early childhood education, Title III, college and career readiness coach, math and reading specialists, parent involvement specialists, and consultants with the state and regional PACs. The Kentucky Department of Education will review the annual implementation evaluation, bi-annual performance evaluation, annual Out-of-School Youth (OSY) profile and services information, demographic data and Consolidated State Performance Report (CSPR) annually while reviewing the CNA to determine if the process needs to be repeated and the CNA updated.

Regional and local staff completed an educational needs assessment on all students, ages three through twelfth-grade, and a needs assessment specific to OSY and the OSY Profile, supported by the Graduation Outcomes for Success for the Out-of-School Youth (GOSOSY) Consortium, at least annually. The educational needs assessment collects data on the family as a whole and on the student based upon his/her grade level. It is completed within two weeks of a new move, within two weeks of a new school term starting, every time new grades are posted, when assessment results become available, and any other time the student has a change in need. The OSY Profile is completed either at the time of recruitment or within two weeks of the OSY being recruited into the program and is updated at least annually or when the youth has a change in need. The funded MEPs use this information to plan services for each group of students. Completion of needs assessments and OSY Profiles are monitored on a regular basis by the SEA and regional offices using reports generated in MIS2000, the state data system for MEPs. The SEA and regional offices also monitor the assessment of student needs during annual on-site and/or desk monitoring.

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

The Kentucky Migrant Education Program (KYMEP) works closely with all possible programs at the local and state level to identify and meet the needs of all migrant students ages birth through 21 regardless of which school (if any) is attended. Once a student is identified as migrant, the school is notified and the advocate is assigned to the child and immediately begins collaborating with all programs within and surrounding the child's community. The MEP staff assist families in registering for school, communicate with the Family Resource Centers, Title I Part A staff, and liaisons to homeless students to identify additional needs and once those needs have been identified, migrant children are subsequently enrolled in all applicable programs. Migrant students are categorically eligible for free lunch in every school district in Kentucky,

including private schools. Free lunch extends during the summer term, as well.

Some, but not all, of the programs that MEP students participate in while enrolled in public or private schools include, but are not limited to, the following: Title I Part A, McKinney-Vento program, Title III, 21st Century, Rural Low Income, University of Kentucky Cooperative Extension programs, local health department, and university dental colleges.

The MEP staff works diligently with all available resources to identify and meet the needs of preschool age students (ages 3 through 5 not enrolled in kindergarten), as well. Upon enrolling a preschool age student in the Migrant Education Program, the staff meets with many agencies to assess the student's needs and how to best meet his/her needs. Local school districts with preschool programs, Head Start, or Migrant Head Start are contacted and attempts are made to enroll the child into a state- or federally-funded preschool. The staff then works with that agency and the family to identify resources to meet the student's other needs, such as the following: dental, vision, vaccines, birth certificates and other significant records. Preschool age students who do not enroll in a state or federally funded preschool are assisted with applying for child care assistance programs or provided services in the home. The program works closely with the Hands program based out of local health departments, First Steps, and other programs to ensure that all of the students' needs are being met by other resources before directly providing services.

Out-of-School Youth and students who have dropped out of school are assisted with identifying their needs and the program works to re-engage them in school. The MEP staff works with credit recovery programs, Adult Basic Education programs, High School Equivalency (HEP) programs, and the Community Education Program among others to re-engage students who are not enrolled in school. The MEP staff also works with various community organizations to meet the student's other needs that may be preventing them from effectively participating in school.

Evaluation data is drawn from:

- MIS 2000, the KYMEP's student information system that houses the definitive record of data associated with eligibility, student enrollment in schools and MEPs, and services provided to migrant students;
- KDE Assessment Data (KY School Report Card) , the record of state performance targets and outcomes for statewide KPREP results, end of course (EOC) exam results, and graduation rate;

- Infinite Campus for attendance, grades, state assessment and kindergarten readiness screener (KSCREEN) results, and teacher of record;
- Migrant parent surveys, used to support the Comprehensive Needs Assessment (CNA) process and program evaluation;
- KYMEP Implementation Report, used to capture data from regional programs when not available from other sources; and
- KYMEP program monitoring conducted annually.

Kentucky was recently asked to participate in the Study of the Title I, Part C Migrant Education Program (MEP) through the U.S. Department of Education. The purpose is to study the implementation of services through the migrant education program.

The KYMEP is also working with ARCC (Appalachian Regional Comprehensive Center) to research the migrant education programs in other states. This information will be used to help drive continuous improvement in the MEP.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

At the state level, the Kentucky Migrant Education Program works closely with many state and federal programs to raise awareness of migrant students, the program, and student needs.

The KYMEP jointly plans and coordinates with Title III, McKinney-Vento and other federal, state and local programs as specified in ESSA.

Additionally, the program is collaborating with career and technical education staff to improve access of migrant students to career ready options. Through joint services planning, the KYMEP will implement innovative strategies and resources that address the specific educational needs of the migrant children. This concept creates a supportive learning experience tailored to specific needs of the migrant students and provides transient students the opportunity to remain in the school of origin, thus improving academic achievement.

The effectiveness of the joint collaborative initiatives will be determined by KYMEP staff and supporting program partners through review of the evaluation data and other measureable program data. This occurs at regional meetings, during district monitoring and regional center monitoring.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

The Kentucky Department of Education (KDE) takes a three-pronged approach to effective Identification and Recruitment (ID&R) and servicing migrant students: statewide recruitment and training; regionally-based recruitment and training; and locally-based recruitment. The KDE employs a state ID&R Coordinator/State Director who oversees all ID&R efforts, monitors quality control, and maintains the state database. The ID&R Coordinator/State Director reviews reports from MIS2000, the state data system, to ensure that the services being provided to students are accurately documented. The priority for service is students being seen at least twice a week.

The second prong of the Kentucky Department of Education ID&R approach is at the regional level. The state contracts with local operating agencies and regional centers, which are responsible for the identification and recruitment and services of students in low incidence areas and local education agencies that qualify for a standalone Migrant Education Program (MEP), but have opted not to operate one. The regional service centers offer a wide variety of services to the students. Since they operate out of a school district, cooperative or university, they rely heavily on the collaboration within the district. Thereafter, efforts are made to get students into programs that the district or community is already offering. They also will provide summer tutoring and summer camps for middle and high school students. The regional service center hires regional recruiters who serve the out-of-school youth in the non-standalone districts.

The third prong of the Kentucky Department of Education's approach to ID&R and services occurs at the local level. Each LEA or consortia that qualify for and wish to operate a MEP must employ a recruiter/advocate; the state highly encourages that the recruiter be bilingual in the two most frequently spoken languages of the migrant population in that area. At the local level the recruiter/advocate or tutor will provide the services to students from birth through age 21. The local MEP offers a wide variety of services to meet the student's needs including: transportation, science tutoring, social studies tutoring, math tutoring, reading/writing tutoring, credit accrual, interpreting, referrals, and health, dental and eye care.

The effectiveness of the integration of services along with opportunities for improvement is determined by performance data review, stakeholder feedback, and survey results and outside agency review of the SDP. The evaluation process with the outside agency (Arroyo/ESCORT) occurs on a cyclical basis. The results of this evaluation are used to make changes to MPOs (measurable program outcomes) in the SDP (service delivery plan).

The purpose of the Kentucky migrant education program is to provide exceptional services to migrant students to ensure they do not fall between the cracks and have the same opportunities as other students.

iv. Measurable program objectives and outcomes.

Objectives and outcomes are gleaned in the following areas: reading/writing, math, high school dropout/prevention rate, school readiness, and out-of-school youth. Measureable program outcomes are listed below in the table:

Goal Area	Measurable Program Outcome
Reading/Language Arts	Each year beginning in Fall 2019, 50% of PFS or at-risk migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the K-PREP Reading assessment.
Mathematics	Each year beginning in Fall 2019, 45% of PFS or at-risk migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the K-PREP Mathematics assessment.
High School Graduation	By Fall 2021, 75% of High School migrant students will be on track to graduate as indicated by the MEP CCR Checklist.
	By Spring 2022, increase the percentage of High School Students targeted for supplemental academic services who receive 2 or more supplemental services per week that are on track to graduate by 10 percentage points over the baseline established in 2018-2019.
School Readiness	By Spring 2022, the percent of migrant preschool age children either enrolled in preschool or receiving 10 or more in home service contacts who demonstrate kindergarten readiness on KSCREEN (Brigance) will increase to 60%.
Out-of-School Youth (OSY)	By Spring 2022, 75% of OSY who receive English language instruction will demonstrate improved language proficiency based on pre and post testing of lessons used.
OSY (dropouts)	By 2022, 4% of OSY will participate in structured education programs (GED or HS Diploma/Credit Recovery).

Several service delivery strategies will be employed and include the following:

- 1.1(1) During the school year, PFS students and those who are at risk in reading will receive supplemental support services at least twice per week.
- 1.1(2) Provide middle and high school students who are PFS and/or at-risk in reading with data-driven reading instruction at least twice per week.
- 1.2 In the summer, local projects will provide at least 25 hours of instruction that includes reading/language arts through programs.
- 1.3 Local projects will support all migrant students (not only the most at-risk) using these recommended practices:
    - tailor supplemental academic instruction to student needs;
    - review formative/interim assessment data as an early warning/progress monitoring process; and
    - use research-based reading interventions that are consistent and promote student growth.
- 1.4 Provide home visits to parents that focus on literacy development.
- 1.5 Dedicate at least one Parent Advisory Council/Parent Involvement (PAC/PI) meeting to the theme of literacy development. Tailor the topics to the ages and reading levels of the children whose parents participate.
- The **mathematics** target is to increase the K-PREP mathematics migrant student percent proficient to 40% by SY 2021-2022. The measurable objectives for mathematics include the following:
- Each year beginning in Fall 2019, 45% of PFS or at-risk migrant students who receive two or more supplemental services per week will advance at least one proficiency level on the K-PREP mathematics assessment.
- 2.1 During the school year, PFS students and those who are at-risk in mathematics will receive supplemental support services in mathematics at least twice per week.
- 2.2 In the summer, local projects will provide at least 25 hours of instruction (including mathematics and STEM development) through programs.
- 2.3 Local projects will support all migrant students (not only the most at-risk) using these recommended practices:

- tailor supplemental academic instruction to student needs,
- review formative/interim assessment data as an early warning/progress monitoring process, and
- use research-based mathematics interventions that are consistent and promote student growth.

- 2.4 Provide home visits to parents that focus on mathematics literacy development.

  The state performance target for high school graduation/dropout prevention is to increase the average four-year graduation rate for migrant students to 87% by 2022. The measurable objectives for **high school graduation/dropout prevention** include the following:

- By Fall 2021, 75% of High School migrant students will be on track to graduate as indicated by MEP CCR Checklist.

- By spring 2022, increase the percentage of high school students targeted for supplemental academic services who receive 2 or more supplemental services per week that are on track to graduate by 10 percentage points over the baseline established in 2018-2019. Several service delivery strategies will be employed and include the following:

- 3.1 Ensure that migrant secondary students receive essential information and resources about career choices and continuing education.

  3.2 Collaborate with school-based programs to ensure equal access to college and career resources. Partner with counselors, CCR counselors, CCR resource labs (available in some districts).

- 3.3 Migrant students will have improved access to involvement in co-/extra-curricular activities.
- 3.4 Develop informational packets with graduation requirements for families that address the specific needs of students who are moving/highly mobile.
- 3.5 Educate migrant parents with children in grades 8-12 on high school graduation requirements.
- 3.6 Support parents and students in strengthening their self-advocacy skills and strategies.
- 3.7 Actively attend to student mental health by leveraging existing resources.

- The measurable objectives for **school readiness** include the following:
- Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 65% in 2021-2022. By Spring 2022, the percent of migrant preschool age children either enrolled in preschool or receiving 10 or more home service contacts who demonstrate kindergarten readiness on KSCREEN (Brigance) will increase to 60%. Several service delivery strategies will be employed and include the following:
- 4.1 Assist MEP service providers in developing plans for promoting school readiness and model activities for migrant parents.
- 4.2 Assist parents with enrolling their children in preschool programs and kindergarten.
- 4.3 Provide home-based services for those who do not attend a preschool program or Headstart.
- 4.4 Support preschool and other parents through language development and support.
- The state performance targets and measureable performance objectives for **out-of-school youth** include the following:
- Provide and coordinate support services that meet the needs of all students' Measurable Program Outcomes (MPO): By Spring 2022, 75% of OSY who receive English language instruction will demonstrate improved language proficiency based on pre and post testing of lessons used.
- By 2022, 4%t of OSY will participate in structured education programs (GED or HS Diploma/Credit Recovery).
- 5.1 Regional and local programs will provide opportunities for development of basic English and life skills through lessons and resources for independent learning.
- 5.2 Local projects will support recovery youth*/dropouts in articulating personal educational goals and accessing educational opportunities. *Recovery youth are defined as OSY who indicate an interest in or are eligible to obtain a high school education, receive a GED, or participate in structured adult education and/or job training.

2. Promote Coordination of Services
(ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the

timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

The KYMEP has developed a handbook for the use of the Migrant Student Information Exchange (MSIX) system and a separate handbook for the use of the MIS2000 Web Application. The Kentucky Department of Education has held two statewide meetings where consultants informed field staff of the new regulations for MSIX and how we plan to implement the regulations. All MEP staff are required to inform parents about the MSIX system in a manner agreed upon by the local or regional Parent Advisory Councils (PAC), review the data contained in the system with the parents as suggested by the PAC (within reason), and take actions to ensure that the data contained in the system is accurate. Staff are required to use the Consolidated Student Report to assist with the proper enrollment of all students, must review the Consolidated Student Report with school staff for all students who have an enrollment in another state or country, and to send move notifications when made aware of a child moving out of the area.

The KYMEP has worked closely with data specialists from the Kentucky Department of Education and Management Services for Education Data (MS/EdD), the proprietor of MIS2000, to automate much of the process for uploading data into MSIX. The regional data clerks upload new student enrollment records, withdrawals, and other data into the database on a daily basis. The server then uploads this data to MSIX every night. On the 10th, 20th, and 30th of every month, the state student information system, Infinite Campus, exports data into MIS2000. This mass import includes all course history data, assessments, health, and most enrollment data. The import will continue to occur every 10 days year round, making all data available in MSIX within ten days of its availability whether the move occurs during the regular school year or not.

In addition to using MSIX, intrastate collaboration is achieved through the use of the MIS2000 Web Application. All MEP staff have secure access to record and review data held within the Web Application. Staff record the services that were provided, a service start and end date, funding source, provider name and certification, and a comment detailing what was accomplished and next steps. Service providers update the web application on a regular basis, daily to bi-weekly, ensuring timely transfer of data. When a student moves to another area within the state, the new service provider can quickly and easily see what the student's needs were in the previous district, prior Certificates of Eligibility (COEs), test scores, services provided and has next steps outlined. The web application has assisted the program in providing more appropriate services, reducing the duplication of services and better tracking student needs.

3. Use of Funds
(ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

KYMEP funds support two SEA program consultants along with additional funds set aside for tablets, recruitment sweeps, contracts, and travel.

KYMEP funds provide for four regional service centers along with additional funding support to LEAs that generate a base of $55,500 to provide Parent Advisory Councils (PAC) and employ recruiters, advocates and tutors.

The KYMEP is guided by the Service Delivery Plan (SDP), which is updated on an ongoing basis to provide guidance to regional and local program initiatives. The SDP is the primary tool for implementing the overall goals of the KYMEP.

The SDP articulates the following: needs of the migrant children on a statewide basis, measureable assessment outcomes of the KYMEP and how the outcomes address the states performance targets, services provided by the KYMEP and the evaluation of the program and whether or to what degree it is implemented with fidelity.

Section C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions between Correctional Facilities and Local Programs
(ESEA section 1414(a)(1)(B): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   Transition services correspond to each student's treatment plan and graduation plan. Students are given the Learning and Working Styles Inventory and Career Assessment. A behavioral and work-related inventory is administered to determine additional student needs and interests. These needs are addressed in the student's individualized transition plan. Partnerships with Vocational Rehabilitation, Kentucky Tech (part of KDE), Job Corps, virtual learning, and availability of college correspondence courses make transition a top priority. The Department of Juvenile Justice and the Department of Corrections retain 15-30% of their allocation for transition services. Both state agencies have designated personnel to oversee transition within each facility; however, the LEAs will coordinate the transition services for students.

   Additionally, the Kentucky Department of Education's (KDE) Division of Student Success staff represent the KDE on several state groups that address the transition of children and youth between correctional facilities and locally-operated programs, including the Juvenile Justice Advisory Board, Juvenile Justice Oversight Council and Kentucky Educational Collaborative for State Agency Children.

   Additionally, the Kentucky Department of Education (KDE) assists in the transition of youth and children with disabilities between correctional facilities and locally-operated programs by exercising its General Supervision responsibility to oversee educational programming in facilities operated by the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ) as required under Part B of the Individuals with Disabilities Education Act (IDEA). This oversight includes local education agencies (LEAs) that have one or

more DJJ facilities within their boundaries that provide educational services within these facilities.

This oversight includes a two-fold approach:

- compliance monitoring to ensure all IDEA-eligible students receive a free appropriate public education (FAPE).
- provision of technical assistance, including the dissemination of best practices to assist the corrections facilities in providing effective transition for students into public schools or the workplace.

2. Program Objectives and Outcomes
(ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The goal of the Title I, Part D (TIPD) program is to provide supplemental services to promote student success at meeting the state's rigorous academic standards. Additionally, the TIPD program looks to improve the academic, career and technical skills of children and youth who have been placed in local or state secure-care institutions who are neglected, delinquent or at risk so they might become productive members of society and reduce recidivism back to secure-care settings.

The program objectives and indicators to assess program effectiveness include:

Objective 1: To maintain and improve educational achievement of participants.

TIPD subgrantees will include details in the program plan for funding. TIPD programs will provide an individualized instructional experience using Individual Learning Plans (ILPs) or Individual Graduation Plans (IGPs), and beginning with their intake process include the identification of each student's academic strengths and weaknesses.

- Indicator 1.1: Students will progress academically above their current level in math and reading.
    - TIPD programs will monitor progress through pre- and post-assessments over the course of the student's stay in the facility. Subgrantee recipients will submit a performance report annually.
- Indicator 1.2: The percentage of students that pass the state-mandated tests will increase annually.
    - This indicator will be measured through state assessment data released on the School Report Card annually.

Objective 2: To increase the number of school credits accrued by participants that meet State requirements for grade promotion and high school graduation. TIPD programs will include details in the program plan for funding.

- Indicator 2.1: The percentage of students promoted from remedial classes to grade level will increase annually.

- Academic growth will be measured using score increases in post-assessments as compared to pre-assessments used, ILPs/IGPs, classroom assessments, and grades upon entry. Subgrantee recipients will submit a Performance Report annually.

Objective 3: To provide participants with transition services to regular programs or other education programs operated by local education agencies. Each TIPD program will provide individualized transition or aftercare plans for students in their facility, and keep documentation of meetings for each student to include collaboration with career and technical programs and attendance by representatives of the secure-care education team and the student's LEA to discuss academic progress, future transition to LEA, and postsecondary goals. Subgrantee recipients will submit a performance report annually and will include details in the program plan for funding.

- Indicator 3.1: Students who move into a school program will remain in that program until completion.
    - TIPD programs will monitor this indicator through their tracking process up to 90 days after leaving the facility, as applicable.

Objective 4: To assist participants in completing high school (or high school equivalency requirements) and obtaining employment, or providing participants with postsecondary education and/or job training programs after leaving the correctional facility or institution for neglected or delinquent children and youth. Each TIPD program will provide individualized transition or aftercare plans for students in their facility and keep documentation of meetings for each student to include collaboration with career and technical programs and attendance by representatives of the secure-care education team and student's LEA to discuss academic progress, future transition to LEA, and postsecondary goals. Subgrantee recipients will submit a performance report annually and will include details in the program plan for funding.

- Indicator 4.1: The percentage of students completing high school or GED requirements will increase annually.
    - TIPD programs will monitor this indicator through their tracking process up to 90 days after leaving the facility, as applicable.
- Indicator 4.2: The percentage of students entering the workforce, entering postsecondary institutions, or job training programs following release from state custody will increase annually.
    - TIPD programs will monitor this indicator through their tracking process up to 90 days after leaving the facility, as applicable.

Additionally, the Kentucky Department of Education (KDE) is in the process of implementing the **New Skills for Youth** initiative. This initiative is employer-led which ensures cross-institutional involvement and is designed to connect students with in-demand careers. Through dual credit and scholarship opportunities, students will receive credentials which are highly valued by business and

industry. Neglected and delinquent students served through this initiative receive the academic, career readiness skills necessary to successfully transition to postsecondary or the workforce.

Section D. Title II, Part A: Supporting Effective Instruction

The Kentucky Department of Education (KDE) utilizes Title II, Part A funds for the purpose of addressing section 2001 of ESSA, including activities to:

- increase student achievement consistent with the challenging state standards;
- improve the quality and effectiveness of teachers, principals and other school leaders;
- increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
- provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Under Title II, Part A, 95% of the state grant is sub-granted to Local Education Agencies (LEAs). Although State Education Agencies were provided the option to reserve an additional 3% of the total state allocation for 2018, the KDE chose not to reserve these funds from the LEA sub-grants due to the needs at the local level. The remaining five%is used for administration and state-level activities. These funds are provided to states and LEAs based on a formula that considers the population and level of poverty. The KDE received a preliminary state allocation of approximately $31.9 million in Title II, Part A funds for fiscal year 2018 (FY17). Of this amount, approximately $30.3 million will be sub-granted to the 173 LEAs. A proportional share of the state-level activities will be utilized to provide professional learning services to Kentucky's nonprofit, private school teachers and administrators.

1. Use of Funds
   (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   Kentucky's plan for the use of Title II, Part A funds underscores the agency's belief that the best way to improve student achievement is to increase the effectiveness of educators who are closest to students. The Kentucky Department of Education (KDE) administers a working conditions survey in schools every other year to gather teacher and principal input. The results are used to determine and address the professional learning needs of teachers and principals. The KDE will provide supplemental professional learning support for implementation of Kentucky's Academic Standards, educator effectiveness and improved student achievement through strong investment in educators, especially principals who are well-prepared and supported to lead the professional learning of other educators. The KDE employs staff who are specifically dedicated to the implementation of professional growth and evaluation systems that align to Kentucky's Framework for Teaching and support educator development at the

local level. Professional learning for principals is focused on the four performance measures of the Kentucky Framework for Personnel Evaluation that include planning, environment, instruction and professionalism. The training emphasizes effective feedback and conferencing techniques that lead to teacher growth and effectiveness. This professional learning also includes personalized support, regional learning labs, statewide networking opportunities and Plus One thought partnering. The intended outcome of this professional learning is to ensure that educators are supported through meaningful, formative feedback cycles that promote peer-to-peer learning and distributed leadership models through authentic learning experiences.

In addition to support for principals the KDE also provides supplemental professional learning support for teachers. The KDE employs discipline specific consultants who provide professional learning related to effective instructional practices and implementation and alignment of Kentucky Academic Standards to instruction and assessment. A recent report by the New Teacher Project, (The Opportunity Myth), identified four key resources that all students need access to in order to be successful. According to the report, under achieving students benefit even more than their peers when provided access to these four key resources. The KDE is committed to provide professional learning for teachers and principals to ensure that all students have access to these critical resources: high teacher expectations, grade-appropriate standards alignment and implementation, strong engagement with the curriculum, and effective instruction.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

The Kentucky Department of Education (KDE) will utilize Title II, Part A funds to support Equitable Access to Effective Educators through a variety of activities in all Kentucky schools. Kentucky's Equitable Access to Effective Educators Plan includes four strategic areas: teacher preparation; recruitment, hiring and placement; on-going job-embedded professional learning; and retention. The plan is currently under revision and includes the following four strategies:

- Educator Pipeline – Promoting the teaching profession among P-12 students especially for diversification, quality and critical shortages.
- Educator Preparation – Providing high quality, contextually responsive learning opportunities for pre-service educators
- Educator Recruitment – Assist schools and districts to attract and hiring diverse, well qualified and credentialed educators
- Educator Retention – Keeping current educators in the workforce through professional learning and career opportunities

In service of these strategies, Kentucky provides professional learning opportunities for principals so that they may recognize, support, and advance the effectiveness of educators and for teachers so they may continuously improve their efforts in the classroom. In addition, Kentucky will continue the administration of a working conditions survey among public school teachers and principals in Kentucky's schools. The survey yields valuable information related to teacher preparation and induction, professional learning and working conditions that speak directly to retention of educators, all of which contribute to the overall effectiveness of educators. This is a valuable tool for both state and local planning efforts with regard to educator effectiveness.

The KDE will support equitable access to effective educators through investment in a statewide professional learning network of principals who are primarily responsible for student-teacher assignments, community partnerships, coordinating the work of the school with education councils and boards of education, allocating resources, school scheduling, professional learning plans, and the growth and evaluation of certified educators.

3. System of Certification and Licensing

(ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

As a result of Former Governor Bevin's November 2018 executive order, the Kentucky Department of Education was reorganized and the Office of Educator Licensure and Effectiveness (OELE) was created. The staff and work of the Education Professional Standards Board (the agency) now falls within the OELE. The EPSB (the board) is still in place and continues to oversee program approval, accreditation, licensure, and educator ethics. The Kentucky Department of Education's OELE oversees the state's system of certification and licensing of teachers, principals and other school leaders. Under the authority of state law, OELE, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky. The OELE is responsible for issuing and renewing certificates for all Kentucky teachers, administrators and other school professionals. This year, OELE has worked closely with Western Kentucky University and the Green River Regional Educational Cooperative, with the KDE serving in an advisory role, to redesign principal certification through the University Principal Preparation Initiative. OELE staff work closely with local school districts in the hiring process to ensure a properly credentialed educator in every professional position in Kentucky schools. OELE staff also works with Kentucky colleges and universities, out-of-state institutions, and national evaluation and accrediting agencies. The commissioner of education serves as the Executive Secretary of the EPSB. The EPSB website can be found at the following link: **http://www.kyepsb.net/**.

Kentucky certification is based upon the completion of an EPSB-approved educator preparation certification program that includes student teaching and testing, when applicable. Kentucky requires a recommendation from the certification official at the college/university where the applicant completed his/her initial teacher preparation program and student teaching regarding the specific teacher preparation program completed, grade level, type of degree/program and completion date. The EPSB ensures that preparation programs for Kentucky educators meet established standards of quality. It facilitates the accreditation process, reviews and approves programs and continuous assessment materials, and provides technical assistance for program improvement. It also coordinates the review of university-based alternative routes to certification programs and is responsible for emergency program review.

Base Teaching Certificates

The Kentucky base teaching certificates are as follows:

- Interdisciplinary Early Childhood Education (Birth to Primary) - Preparation outlined in **16 KAR 2:040**
- Elementary School (Primary through Grade 5) - Preparation includes the academic disciplines taught in the elementary school
- Middle School (Grades 5 through 9) - Preparation includes either one or two teaching fields selected from English and communications, mathematics, science, or social studies; candidates who choose to simultaneously prepare for teaching in the middle school and for teaching exceptional children are required to complete only one middle school teaching field
- Secondary School (Grades 8 through 12) - Preparation includes one or more of the following specializations: English, mathematics, social studies, chemistry, physics, biology or earth science
- Middle/Secondary School (Grades 5 through 12) - Preparation includes one or more of the following specializations: agriculture, business and marketing education, family and consumer science, industrial education or engineering and technology
- Elementary/Middle/Secondary School (Primary through Grade 12) - Preparation includes one or more of the following specializations: art, foreign language, health, physical education, integrated music, vocal music, instrumental music or school media librarian
- Exceptional Children (Primary through Grade 12 and for collaborating with teachers to design and deliver programs) - Preparation includes one or more of the following specializations: learning and behavior disorders, moderate and severe disabilities, hearing impaired, hearing impaired with sign proficiency, visually impaired, or communication disorders
- Occupation-Based (Grades 5 through 12) – Preparation outlined in **16 KAR 2:020**. Preparation includes a minimum of four years of successful and appropriate occupational experience in the area to be taught with at least two years of experience completed in the last five years

Restricted Base Certificates

The restricted base teaching certificates are as follows:

Psychology (Grades 8 through 12)
Sociology (Grades 8 through 12)
Journalism (Grades 8 through 12)
Speech/Media Communication (Grades 8 through 12)
Theatre (Primary through Grade 12)
Dance (Primary through Grade 12)
Computer Information Systems (Primary through Grade 12)
English as a Second Language (Primary through Grade 12)

Endorsements to Certificates

Endorsements to teaching certificates include:

Computer Science (Grades 8 through 12)
English as a Second Language (Primary through Grade 12)
Gifted Education (Primary through Grade 12)
Driver Education (Grades 8 through Grade 12)
Literacy Specialist/Reading (Primary through Grade 12)
Instructional Computer Technology (Primary through Grades 12)

Other Instructional Services

Other instructional services include:

Consultant Endorsement for Environmental Education (Primary through Grade 12)
Endorsement for School Safety (Primary through Grade 12)
Endorsement for Mathematics Specialist (Primary through Grade 5)
Learning and Behavior Disorders (Grades 8-12)
School Counselor
School Nurse
School Psychologist
School Social Worker
Junior Reserve Officer Training Corps
Principal (Primary through Grade 12)
Supervisor of Instruction (Primary through Grade 12)
Director of Pupil Personnel
Director of Special Education
Superintendent

Alternative Routes to Certification

The Kentucky General Assembly, under **KRS 161.048**, enacted alternative routes to teacher and administrator certification for persons who have demonstrated exceptional work and/or educational experiences. EPSB is the state agency that establishes standards and procedures for the alternative route options. The EPSB provides technical assistance to qualifying individuals who have potential as educators in Kentucky schools, to local boards of education, and to institutions of higher education in implementing these options. There are currently eight alternative routes.

- Option 1: Exceptional Work Experience Certification
- Option 2: Local District Training Program Certification
- Option 3: College Faculty Certification
- Option 4: Adjunct Instructor Certification
- Option 5: Veterans of the Armed Forces
- Option 6: University-Based Alternative Route to Certification
- Option 7: Institute Alternative Route to Certification
- Option 8: Teach for America (TFA) Alternative Route to Certification

4. Improving Skills of Educators

(ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The Kentucky Department of Education (KDE) will continue to provide schools and districts access to consultants with expertise related to students with specific disabilities, English learners, students who are gifted and talented, and students with low literacy levels; culturally responsive instruction; universal design for learning; response to intervention and all disciplinary content areas. Regional education cooperatives also will continue to provide training and support specific to these areas, especially the Special Education Cooperatives that provide on-site and regional support for educators.

The KDE will continue to promote the Literacy Design Collaborative (**LDC**) as a means to address specific learning needs and provide differentiated content literacy resources, instructional strategies and assessments; and the Math Design Collaborative (**MDC**) to identify specific misconceptions that students have about mathematics and how to address them individually. The KDE will continue to provide resources for educators from the National Board for Professional Teaching Standards body of knowledge, such as the "know your students" standard that provides content and grade-specific recommendations for addressing the academic and social-behavioral needs of each and every student. The KDE will continue providing a New Teacher Institute for all industry experts choosing to enter the field of education. This will be a 24-month professional learning experience that is projected to increase retention of these teachers.

Additionally, the KDE has a federal State Personnel Development Grant (**SPDG**) with two goals for building the skills of Kentucky teachers of students with disabilities. The first SPDG goal is the Gap Initiative, also known as Co-Teaching for Gap Closure (CT4GC). As the name implies, the goal is focused on narrowing the proficiency gap between students with and without disabilities. CT4GC staff identify evidence-based practices with high "effect size" on student learning and achievement, then train teachers of students with disabilities and their general education partners on the practices. After conducting training events, CT4GC staff go into the field to direct the coaching of teachers to ensure fidelity of implementation.

CT4GC is focused upon teachers of students with "high incidence" disabilities. The students are typically educated in general education settings using the co-teaching model. General education teachers, school administrators and district administrators also are included in the initiative. CT4GC does not limit itself to scaling up the co-teaching model across the state. As noted above, it emphasizes identifying, training and coaching evidence-based instructional practices. It also collaborates with Kentucky's regional Educational Cooperative consultants who facilitate the use of co-teaching practices in school districts and classrooms by acting as on-site coaches.

CT4GC is the sole source of KDE technical assistance on co-teaching. Since colleges and universities do not instruct their students on appropriate co-teaching practices, CT4GC serves as an important resource for all teachers who instruct students with disabilities within the general educational setting. CT4GC staff are currently developing online co-teaching modules to preserve CT4GC's knowledge and practices after the end of the SPDG. (Note: EPSB pointed out that it does require approved educator preparation programs to train cooperating teachers who will host student teachers on the seven co-teaching strategies.)

The second SPDG goal is the Low Incidence Goal. Teachers of students with low incidence disabilities (Multiple and Severe Disabilities (MSD)) are few in number and are often isolated within their school buildings and districts. Since they do not typically have a local community of practice for low incidence teachers, the Low Incidence Goal provides training, evidence-based practices, coaching and a community of practice for teachers of students with MSD.

The initiatives within the Low Incidence Goal are "progressive". They include:

- Training and coaching of low incidence teachers occurs to teach them how to provide academic instruction to students with MSD. Each year, a cohort is accepted, which lasts for three to four years. Teachers are provided with intensive training around teaching academics to students with MSD. After training comes coaching, which is aided by "bug in the ear" technology for coaching teachers in rural parts of the state. Communities of practice are routinely held to assist teachers in thinking through and resolving teaching problems encountered during the school day.
- Training and coaching teachers occurs to assist students with MSD in learning functional communication skills and consequently decreasing unwanted behavioral issues. Technical assistance is delivered through the "tiered approach." Universal information is provided to interested teachers; more intense communities of practice for teachers and speech/language therapists are convened by the SPDG staff; and in-depth training and coaching teams, including school staff and parents, are established, to assist the teams with establishing appropriate communication systems for students whose severe behavior impedes their ability to benefit from instruction.
- College and Career Readiness for the 1% may be the only initiative in the country to train and coach teachers and district staff to assist students with MSD to acquire work experience within their local communities. Curriculum has been written, training and coaching provided, and local work sites developed to assist teachers in helping students become ready for life after graduation. Students are provided with instruction and on-the-job coaching, to assist them in obtaining and keeping jobs after they graduate from high school.
- **The MSD Consortium** is a group of Kentucky university educators who teach students studying to become MSD teachers. The consortium works at the "big picture" level by working on and resolving policy issues.

Examples of the consortium's work include writing an addendum to the Kentucky Teacher Internship Program (**KTIP**) to accurately evaluate Kentucky's MSD teachers in their first year of teaching; piloting a program to allow universities to observe and coach student teachers through distance technology instead of on-site; and developing resources for MSD teachers which were sent to every director of special education within the state.

Last, through the State Systemic Improvement Plan (**SSIP**), Kentucky has worked to develop a cascade of linked implementation teams at the state, region, district and building level who are focused on identification and removal of problems of practice through improvement cycles. The establishment of the building level teams will provide the direct supports needed to grow the capacity of teachers to use evidence-based practices in the classroom. LEAs will continue to receive monthly coaching on implementation science, training effectiveness and fidelity measures. Through the SSIP, districts have developed training plans that include growth measures, operationalized teacher practices, follow-up supports and coaching plans. Although the SSIP is currently focused only in the area of mathematics, the capacity of the state, region and district to support and sustain effective implementation of evidence-based practices in the classroom can be applied to any content area in the future.

5. Data and Consultation

(ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The Kentucky Department of Education (KDE) will continue to provide an electronic platform for posting certified vacancies and hiring information through the Kentucky Educator Placement Service (KEPS). This system provides the KDE with valuable data about the educator workforce and informs critical shortage and minority educator reporting. The system provides a mechanism to ensure that educators are appropriately certified to teach in areas to which they are assigned. This assists KDE planning for recruitment, preparation and retention support provided to schools and districts.

The working conditions survey provide data to be analyzed for trends related to professional learning, working conditions and other constructs. These results are provided at the state, district and school level. The data inform KDE planning related to the type, format and frequency of professional learning as indicated by educator input.

The KDE also created a new database system that will collect data on all new occupation-based industry certified teachers. The system will track admission, attendance, assessments, credentials earned, completion of tasks and completion of the professional learning program.

6. Teacher Preparation

(ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

As a result of the reorganization, the Kentucky Department of Education (KDE) oversees educator preparation programs for the state. The Office of Educator Licensure and Effectiveness (OELE) facilitates the EPSB's regulatory requirements relating to educator preparation. The OELE works in collaboration with the Council on Postsecondary Education that approves the operation of higher education institutions in Kentucky. The KDE's responsibilities include a comprehensive review of all educator preparation programs in Kentucky and recommendation to the Education Professional Standards Board to operate in the state. In addition, the KDE facilitates the state and national accreditation process of all educator preparation providers within the state. The KDE will continue to partner with the Kentucky Council on Postsecondary Education (**CPE**) and EPSB to recruit, prepare, support and retain an effective and diverse educator workforce. The KDE will continue to partner with faculty from institutions of higher education in consortia related to educating students with disabilities, understanding and implementing Kentucky's Academic Standards, integrating Kentucky's Framework for Personnel Evaluation system, and cooperating around Kentucky's educational priorities in order to prepare future educators to be classroom- and school-ready on their first day in a Kentucky classroom or school.

The KDE will collaborate with partners from P-12, institutions of higher education and LEAs to ensure that transitions from high school education pathways into teacher preparation programs are smooth and efficient, including the negotiation of dual credit and transferability agreements; from teacher preparation programs into field placements, including student and mentor-teacher assignments; and from teacher preparation programs into certified positions. The KDE will continue to partner with national education organizations, such as **Educators Rising** and the National Board for Professional Teaching Standards to define, communicate, provide aligned standards for, and support an educator career pathway that begins in early career and extends through advanced credentialing and leadership. The KDE will provide teacher preparation directly through the NTI for those teachers coming into the profession with multiple years of experience in an industry. The NTI provides professional learning and preparation in lesson planning, curriculum, assessment, classroom management and instruction for students with special needs. The KDE also will provide support for career and technical educators who are seeking alternate certification, including training in effective instruction, curriculum planning, classroom management, instructional planning and professional development.

Additionally, Kentucky has increased its involvement with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, which is a technical assistance center designed to help states, Institutes of Higher Education (IHE) and LEAs create coherent professional learning systems that provide learning opportunities for teachers and leaders. The mission of the Kentucky CEEDAR work is to empower current and future teachers and leaders through intentional experiences to implement and sustain evidence-based practices in supportive environments to ensure opportunity and equity for all learners. The mission was developed through the collaboration of representatives from the KDE, Education Professional Standards Board (EPSB), University of

Kentucky (UK), University of Louisville (U of L) and Thomas More College. The work is a representation of multiple departments within the KDE, including those working with the SSIP and SPDG, program standards, certification, learning services, educator preparation, special education and college readiness divisions.

Several of the Kentucky CEEDAR goals directly and indirectly support the SSIP as follows:

- Goal 1: Align statewide initiatives with CEEDAR work. The blueprint directly mentions alignment with the SSIP and SPDG.
- Goal 3: Create a common knowledge base concerning terminology related to and the implementation of Multi-tiered Systems of Support (**MTSS**), evidence-based practices (EBPs) and High Leverage Practices (HLPs) across the curriculum. Under this goal, Kentucky CEEDAR partners will identify the core effective practices that all teachers should know, including at the pre-service level. Developing a consistent language across all of the programs, including the **SSIP**, is a key outcome.
- Goal 5: Disseminate and scale models to enhance educator preparation and clinical-based opportunities across Kentucky.

Another way the KDE is partnering with IHEs is by working to utilize a common fidelity measure. The KDE team is establishing a crosswalk between High Leverage Practices developed by the CEEDAR Center and the walkthrough observation tool used for the SSIP, known as the Observation Tool for Instructional Supports and Systems (OTISS) to ensure the same measures of effectiveness are being used. IHEs are planning to integrate the use of High Leverage Practices into teacher preparation programs. Through these collaborative efforts, Kentucky is growing capacity beyond the SEA to effectively support teachers.

As the KDE scales up the work of the SSIP, alignment with Kentucky's CEEDAR goals will provide a foundation for current and new teachers around effective teacher practices and use of evidence-based practices in the classroom. This will establish an enabling context for teachers beginning at the inception of their teacher practice, thereby strengthening the ability to meet the needs of students.

Section E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures
(ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

   The Kentucky Department of Education (KDE) already had standardized **entrance and exit procedures** in place prior to the passage of the Elementary and

Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). At the December 2016 All Federal Programs meeting, Kentucky requested guidance concerning the need to develop new entrance and exit criteria under ESSA since the state was already meeting this requirement. In a response dated January 19, 2017, the U.S. Office of State Support (OSS) stated that Kentucky could continue to use the same procedures if they met all of the requirements in the statute and final regulations. As a result, the KDE will continue those procedures.

As part of **703 KAR 5:070**, all local school districts are required to administer a Home Language Survey (HLS) to all students in grades K-12 upon their initial enrollment in the district as the first step in the screening process to identify English learner (EL) students. The HLS shall be based on four questions, at a minimum, derived from the Office for Civil Rights (OCR) and Department of Justice (DOJ) approved HLS questions.

- *What is the language most frequently spoken at home?*
- *Which language did your child learn when he/she first began to talk?*
- *What language does your child most frequently speak at home?*
- *What language do you most frequently speak to your child?*

A student who is identified potentially as EL based on the HLS is administered the WIDA Access Placement Test (W-APT) in kindergarten. Starting with the 2017-18 school year, potential EL students in grades 1-12 will be assessed using the WIDA Screen Online. If a student in grades 1-12 scores a 4.5 overall composite, the student will be identified as Initially Fully English Proficient (IFEP).

If the WIDA Screener Online indicates that a student is not English proficient, the local school district must develop a Program Service Plan (PSP) for the student. The PSP document must meet the federal notification requirements. The district is required to complete the screening and the PSP notification to the parents within 30 calendar days if the student was enrolled at the beginning of the school year and within two weeks if the student enrolled after the start of the school year.

Additionally, school superintendents must approve and submit District Assurances in the Grant Management Application and Planning (GMAP) system each year. Included is an assurance that the parents/legal guardians of all EL students in the district will be notified within 30 calendar days after the beginning of the school year of: (a) the reason for the child's identification as EL; (b) the child's level of English proficiency; (c) the child's program of instructional services; (d) the specific exit requirements for the program and (e) parental rights to opt out of services or to seek alternative services as outlined in ESEA Section 1112(e)(3), and in the case of a child with a disability, how such a program meets the objectives of the Individualized Education Program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act. For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the eligible entity (LEA/school

district/consortium) assures that it will carry out subsections a-e within two weeks of the child being placed in such a program. Fulfillment of the parent notification requirement is documented on the PSP and a copy of the letter is saved in the student's EL folder.

Districts are required to enroll a kindergarten student who has taken the W-APT test as an EL student regardless of the score. A PSP must be developed, services provided and the student will take the ACCESS (formerly known as the Assessing Comprehension and Communication in English State-to-State) for ELs in January. The student cannot exit the EL program until taking the ACCESS for ELLs in the first grade and meeting the exit criteria. The student's exit date would be June 30 of the year the student met the exit criteria.

In order to exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B or a Tier C ACCESS for ELLs as a student in the 1st grade or above. As a result of new cut scores on the ACCESS for ELLs and the transition to the new WIDA Online Screener, the KDE's Office of Standards, Assessment, and Accountability (OSAA) conducted a standards setting process led by Dr. Gary Cook of WIDA on August 1, 2017. The OSAA invited a diverse group of participants from LEAs across the state to be involved in the process to determine if the entrance and exit criteria would remain the same or need revision. The group was not only geographically diverse, including those from both urban and rural areas, but consisted of EL coordinators, EL teachers, a district Director of Exceptional Children, a consortium of EL consultants, a Director of Secondary Instruction and a District Assessment Coordinator from both large districts and small independent districts. Based on the review of Kentucky's ACCESS for ELLs data, the group consensus was to recommend an exit score of 4.5 with the ACCESS for ELLs.

2. SEA Support for English Learner Progress
(ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

   (i) The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

   (ii) The challenging State academic standards.

Kentucky school districts choose the type of Language Instruction Educational Program (LIEP) used to provide services for ELs. The Kentucky Department of Education (KDE) conducts annual training at the beginning of the year for new district EL coordinators on district obligations for providing EL services along with regional trainings and online resources such as newsletters and webinars. This includes providing guidance on the types of programs considered effective based on the Office for Civil Rights (OCR) and Department of Justice (DOJ) January 7, 2015 Dear Colleague Letter and Chapter 2 of the Office of English Language Acquisition (OELA) Toolkit. The KDE continues to provide technical support to districts and consortiums throughout the year.

As a member of the WIDA consortium, the KDE works with the WIDA Professional Learning Coordinator to schedule workshops, webinars and resources that will maximize the training opportunities for Kentucky teachers serving ELs.

The The KDE continues to partner each year with the Kentucky Teachers of English to Speakers of Other Languages (**KYTESOL**) to support the organization's annual conference for Kentucky educators. The KDE also partners with the Kentucky Coalition for English Learners (KyCEL) whose annual conference promotes collaboration, networking, and professional learning opportunities to strengthen the learning experiences of ELs across the Commonwealth.

Monitoring and Technical Assistance

(ESEA section 3113(b)(8)): Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The Kentucky Department of Education (KDE) implements an online consolidated Grant Management Application and Planning (**GMAP**) system to help districts maximize the use of their grant dollars from federal non-competitive programs. Title III, Part A has been part of this system since the system's 2016 pilot year. School districts use the system to apply for and manage grant applications. Title III uses the system to monitor, review and approve plans, along with administering reports.

The KDE uses a Statewide Consolidated Monitoring Process in an effort to reduce the impact on districts' time and services when monitoring visits occur. Title III joined this process in the 2013-14 school year. The process coordinates the monitoring of state and federal programs with a group of school districts identified annually through a risk-based assessment. Districts are provided a Title III/English learners report outlining both the local programs' strengths and areas of improvement. If there are compliance issues, districts are required to submit documentation in accordance with an actions needed form. Title III has the option to monitor additional districts if information provided through GMAP data or other indicators warrant a review.

Title III contributes to the overall consolidated monitoring report to the district that notes effective practices identified during the monitoring visit as well as providing recommendations for addressing common concerns. The consolidated report provides opportunities for the district programs to collaborate, streamline implementation and increase success within each program.

Section F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds
   (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

   The KDE will use state-level funds under this section to:
   1) Provide monitoring of as well as training, technical assistance, and capacity building to LEAs to support the effective implementation of local initiatives;
   2) Identify and eliminate State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of this subpart, so that local educational agencies can better coordinate with other agencies, schools, and community based services and programs;
   3) Support LEAs in providing programs activities in the following areas:
      - Well-rounded educational opportunities;
      - Safe, healthy, supportive, and drug-free environments that support student academic achievement; and,
      - Effective use of technology.

   Part of KDE's strategy to identify training, technical assistance and capacity building needs will be to analyze the results for the LEA needs assessments submitted as part of the LEA application to determine how to allocate resources to best meet the needs of LEAs across the state. Some areas of consideration for state level activities include but are not limited to supporting work around the missing children database, chronic absenteeism tools for districts, dropout prevention and reengagement, and expansion of Positive Behavior Interventions and Supports (PBIS). Additionally, in the future, the KDE will analyze data gleaned through LEA monitoring to better inform effective allocation of resources. All expenditures for state-level activities will adhere to federal cost principles.

2. Awarding Subgrants
   (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   As prescribed by ESEA Section 4105(a)(2), the KDE will ensure that no LEA will receive less than $10,000. Each LEA will receive its proportional share based on the prior year Title I, Part A allocation. If an LEA does not reach the $10,000 threshold, then all LEAs will be ratably reduced using the methodology outlined in **Title I, Part A Guidance for Adjusting Allocations**.

Section G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds

(ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

Under Title IV, Part B funds will be used to support community learning centers that provide academic, artistic and cultural enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects, such as reading, math and science.

Administrative funds will support the costs of carrying out the responsibilities under Title IV, Part B to administer the program at the state level.

Additional collaboration to meet state and federal guidelines is provided through Eastern Kentucky University and the Center for Education and Evaluation Policy (CEEP) at Indiana University.

Administrative 2%

Eastern Kentucky University (year-round) -

Eastern Kentucky University/Center for Career & Workforce Development supports planning, registration and logistics of all training, conferences and technical assistance, assists with the facilitation of monitors and outreach coordinators, and disseminates information and guidance to schools and districts for the 21st Century Community Learning Centers program.

Grant Reviewer/Scorer training (fall) –

The peer review process for applications includes training on the Request for Application (RFA), along with scoring criteria, writing comments and a monetary stipend paid to reviewers. This is a three-day training with the overview provided on the first day and review of applications beginning on the evening of the first day and occurring over the following two days.

Statewide Advisory Council (spring, summer, fall) -

The statewide advisory council meets three times per year (two-days each meeting) to review state and federal guidance. The council collaborates with members from other state agencies to best utilize in-state resources to support grantees. The council is comprised of 21st CCLC program directors, outreach coordinators, monitors, other state agency representatives and state staff.

Professional Development/statewide trainings (year-round)

Professional development supports learning centers in designing and implementing effective out-of-school time programs (before school, after school and summer) that will result in improved student achievement, and be sustained through community partnerships at the conclusion of the grant funds. Trainings are based on grantee needs, best practices and required state and federal guidance.

- Statewide training 2 days (spring)
  Spring trainings are based on grantee surveys and a portion covers summer programming requirements. All grantees are required to attend.

- Cayen APlus Data Training three days (spring) three days (fall)
  The Aplus Data Training is a one-day training that is offered three different days. This is a mandatory training to be completed by the program individual(s) responsible for data entry. The training covers extensive detail on data entry for 21st Century reporting in the Aplus Data System that is unique to Kentucky's 21st CCLC.
- Level I Orientation two days (summer)
  Level I Orientation Training is a one-time mandatory training for new Project Directors, Site Coordinators and Co-applicant Representatives. Content includes essential grant components, including information on record keeping, reporting, monitoring and implementation. A secondary, two-day training is provided if required in October for any new staff.
- Multi-State Conference three days (fall)
  The 21st Century Community Learning Centers (CCLC) Multi-State Conference brings together State Education Departments and youth development experts from Kentucky, West Virginia, Tennessee and Indiana. This conference provides opportunities to share best practices and innovations in afterschool and summer programming for low-performing students in high poverty areas. Last year more than 750 educators, afterschool and summer learning leaders gathered to inspire, connect and learn from each other. The conference features keynote speakers, more than 70 workshops, special events and many networking opportunities. Conference strands will include STEM (Science, Technology, Engineering and Mathematics), youth development, global learning, literacy, social/emotional learning, health and fitness, summer learning, program design, sustainability, and arts and early learning. Support of the multi-state website for registration and participant information is also included for the conference.
- Directors meeting one day (fall)
  State staff provide program directors state and federal guidance updates, RFA release information, training timeline, program resources and networking opportunities. Directors are required to attend.
- Webinars six (fall)
  Sessions are provided based on tabulated needs identified through grantee training surveys. Sessions most recently included STEM and parent engagement.
- Compliance Monitoring (Year-round)
  Monitoring visits cover state and federal requirements of the 21st CCLC program and verify compliance with items included within the approved application such as assurances and expenditures. Monitoring not only serves to ensure compliance, but also provides a means to identify areas that require additional support and technical assistance. 21st CCLC programs are monitored on-site and include interviews with program staff,

school leadership, teachers, parents, students, community partners and the co-applicant.

Program Risk Assessment -

Each fiscal year in accordance with federal legislation, the KDE will complete a risk assessment for all 21st CCLC grantees. This will be an annual assessment for all grantees and will be conducted the last week of each May. Per federal guidance, the KDE will thoroughly assess a grantee's programmatic indicators to determine any potential risks to a program's success. The indicators are grouped into the following five areas:

- History of unsatisfactory performance
- Financial instability
- Substandard management system
- Lack of conformance to the terms and conditions of award, and
- Persistent irresponsibility

Should the grantee be found lacking in any area, as determined by the Risk Assessment Instrument, the KDE may institute numerous strategies to assist the grantee with compliance, which may include, but not be limited to the following:

- additional technical assistance;
- additional monitoring, conducted by the KDE;
- establishment of a probationary period outlined and detailed by the KDE; and
- reduction of funding.

Desk Reviews –

A desk review takes place at the grantees six-month mark. New grantees receive an on-site visit that includes interviews, documentation review, and program observations. The desk review covers attendance, fiscal, partnerships/collaborations, parents/families, student ratio, staff development, program design, program hours, data entry, snacks, activities and summer programming. Progress towards goals and objectives, highlights, biggest challenges, and any training needs are assessed. Continuation and Expansion grantees are reviewed via telephone and/or Skype.

Continuation Progress Report -

The Continuation Progress Report is a mandatory form that must be completed during the third year of the grant cycle at least six months prior to accessing fourth year funds. Failure to complete the report within the time frame listed will result in a delay and possible forfeiture of fourth year funding. The report shall include the following to receive funding in the fourth and fifth years of the grant cycle:

- the ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;

- maintenance of the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
- maintenance of the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be $95,000);
- documentation of completed state reports as required; and,
- a sustainability plan.

Financial Reimbursement Requests for Services Rendered (quarterly) -

Submitted quarterly, the requests include financial spending on salary, travel, supplies, equipment, contractual, professional development, field trip, and transportation. Reports are reviewed for correct spending codes, allowable expenditures, and required approvals.

Data Reports (quarterly) -

Program attendance and parent/family involvement activities are monitored on a quarterly basis. The form provides grantees a method for continuously tracking program attendance in order to meet proposed number of regular attendees to be served in the grant application and parent involvement. The state reviews DRRs (Data Review Reports) through comparing attendance that is reported in Cayen.

KDE Travel –

Supplies -

Request for Application (RFA) Technical Assistance (fall) -

To assist districts and other partners in preparing a quality application, the KDE provides technical assistance sessions for the purpose of application preparation. Sessions address essential grant requirements, budget preparation, review of scoring criteria and state and federal guidance. One-day sessions are provided around the state on four separate dates.

***Indirect Cost** (10.9%) – Agency Indirect* -

Technical Assistance 3%

Annual Comprehensive Statewide Evaluation -

The Center for Evaluation and Education Policy (CEEP) at Indiana University provides external evaluation services and technical assistance to support the implementation and development of the Kentucky 21st Century Community Learning Center Federal Initiative. The evaluation includes formative and summative evaluation techniques, frequent data monitoring and quality monitoring activities, website maintenance, and data collection to complete federal required APR (Annual Performance Report) data. The comprehensive process includes:

- **Assess the extent to which 21st CCLC programs in Kentucky are implementing high quality, academically focused program practices.**
    - Measure quality and identify ways to increase program effectiveness.
    - Provide a written summary of the strengths and weaknesses of each site visit as related to selected characteristics of high-quality after school programs.
    - Present webinars that provide site visit results and the results of other data sources in order to assist sites in learning how to identify areas of strength and weaknesses to improve and strengthen program quality.
- **Ensure the complete, accurate, and timely submission of required program data (based on state and federal guidelines) and to communicate with out-of-school time grantees through the KY 21st CCLC website.**
    - Provide data collection and reporting services for all Kentucky 21st CCLC programs.
    - Facilitate two in-person and two web-based trainings on meeting local, state and federal data requirements.
    - Create a written timeline that outlines data deadlines and a list of required data sources to remain compliant under state and federal guidelines.
    - Provide staff to attend the 21st CCLC Summer Institute to obtain information from ED regarding updates to federal data reporting requirements, performance metrics, deadlines, and policies and procedures related to grant implementation.
    - Conduct queries of Kentucky statewide data in summer, fall, and spring to ensure accurate entry of program data. This includes communicating with grantees when data are entered incompletely or inaccurately.
    - Facilitate completion of final data verification focused on federal APR and state outcome data and program-level characteristics.
    - Maintain and update the KY 21st CCLC website to provide programs up-to-date information from the KDE and CEEP.
- **Analyze program data to create annual, individual data profiles and an annual statewide 21st CCLC aggregate report.**
    - Prepare site-level profiles for programs including data on student attendance, demographic characteristics, academic and behavioral outcomes, and activity descriptions.
    - Share statewide data at the annual director's meeting.
    - Provide a written summary report of statewide data.
- **Quality Site Visits**
  Protocol for the site visits is based on review of after school research and what the research tells us are indicators of high-quality after school programs. Site visits include a site coordinator interview lasting about an hour and includes questions about activities, links to the school day, and

partnerships with parents, the school, and the community. Visits also include a brief interview with a school day teacher to get his or her perspective on the program's communication efforts and its impact on students. Finally, visits include an observational component in which we observe homework help and all other activities that are offered that day. We note things like the number of staff and students present, the quality of the interactions between students and staff, and the nature of the activities.

- **Federal Annual Progress Report (APR)**
  For students who attend 30 days or more, applicants are required to report on the following elements for the Annual Progress Report:
  - Grades
  - Annual Assessment Scores
  - Program operations
  - Attendance (including summer programs)
  - Activities and sessions
  - Events (parent/family event attendance)
  - Staff/personnel
  - Feeder school
  - Community partners
  - Funding sources
  - Student surveys
  - Participant demographics
  - Teacher Surveys
  - Grades (fall and spring math and reading/ELA)
  - Annual Assessment scores (K-PREP for grades 3-8)
  - K-3 Reading Initiative (sites serving grades K-3 must report students selected to participate and whether this student met a reading assessment benchmark)

Remaining funds are awarded to eligible applicants through a rigorous peer review process addressed below.

2. Awarding Subgrants
(ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

Kentucky complies with the legislative requirements to award subgrants to eligible entities on a competitive basis as authorized under Title IV, Part B. The RFA includes specific criteria requiring applicants must complete a thorough needs assessment that includes input from a variety of stakeholders within the school, community and families served by the proposed application. The assessment should describe the academic needs of the students by subgroup using

current and specific data (including non-cognitive and social/emotional), needs of the parents and families, and gaps in community services.

Purpose

The 21st Century Community Learning Centers (CCLC) program provides students with homework assistance and a broad array of activities that can complement the regular academic programs while also promoting youth development and offer literacy and other educational services to the families of participating children. Programs must ensure the academic services provided are aligned with the school's curriculum in the core subject areas. Based on this guidance, applicants must address, but are not limited to, the following goals:

- Increase academic achievement of regularly participating students;
- Improve non-cognitive indicators of success in regularly participating students;
- Increase the number of students attending the program 30 days or more during the academic year;
- Increase access to high-quality programming;
- Increase access to college/career preparation activities for middle and high school students; and
- Increase educational opportunities for parents and families that support academic achievement.

Programs serving students in grades K-3 must provide reading intervention, with a research-based program, targeting students performing significantly below grade level. Applicants must address providing a safe and accessible facility, transportation needs of the students to be served, dissemination of information to the community, recruiting and retaining students, summer programming, how funds will supplement not supplant, how applicant will consult with private schools about grant opportunities, and ensure fidelity of the program.

The program design portion of the RFA requires that applicants create a schedule and describe offerings that include a minimum amount of program time toward providing direct academic-based enrichments, tutoring, and homework help. All participants must have access to a minimum of 12 hours of programming on four or more school days per week in order to maximize the impact of the program on student achievement and behavior. In addition to providing academic support in the core content areas, Kentucky's programs also provide high quality enrichments including STEM, art, music, drama, service learning, character education, global learning, youth development, health and nutrition, fitness, truancy prevention, mentoring, drug and violence prevention, and career exploration. Kentucky's sub-recipients serve all students, including English learners and children with disabilities.

Eligible Entities

- Local education agencies (LEA)
- Community-based organizations (CBO);
- Faith-based organizations (FBO);
- Institutions of higher education;
- City or county government agencies; and
- For-profit corporations, and other public or private entities.

A **community-based organization** is defined as a public or private for-profit or non-profit organization 501 (c) (3) that is representative of the community and that has demonstrated experience or promise of success in providing educational and related activities that will complement and enhance academic performance and positive youth development. Community/**faith-based organizations** and other local government and private institutions that do apply for funds are expected to meet all statutory and regulatory requirements of the program and are required to partner with a school. All targeted schools served by grants must be eligible for Title I school-wide programs or have at least 40% free and/or reduced lunch. **Private/non-public school** students are eligible to participate in 21st CCLC activities carried out in public schools. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A 21st CCLC grantee – whether a public school or other public or private organization – must provide equitable services to private school students and their families if the students are part of the area to be served by the award. Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Proof of this consultation must be described in the application under the partnerships.

Whereas the program may be open to participants who meet criteria for participation (including those from private, and home schools), priority is given to participants from the school(s) identified for service within the application. Title I funds, in concert with 21st CCLC program funds, can provide extended/expanded learning programs in schools to integrate enrichment and recreational opportunities with academic services.

An applicant is eligible to apply if it has no prior afterschool experience. An Organizational Capacity Statement Form provided in the RFA must be completed by all non-governmental agencies. Organizations do not have to demonstrate prior experience in providing afterschool programs to be eligible to apply for an award. However, an organization that does not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students. An applicant is eligible to apply if already implementing before and/or afterschool activities. Grant funds may be used to expand and/or enhance current activities in the before and/or afterschool programs, whether supported by public or private funds. The applicant must demonstrate both the addition of services and increase the number of students to

be served. Simply increasing the number of students to be served does not fulfill this requirement. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current afterschool program. Again, awardees must bear in mind that 21st CCLC funds can be used only to supplement and not supplant any federal or non-federal funds used to support current programs.

Funding Priorities

Absolute and Competitive are the two types of priorities for the awards. The absolute priority is an eligibility requirement to be met by all applicants, while applications that address competitive priorities will receive preference over applications that do not. Competitive Priority for funding will be reflected in additional points awarded for the funding priorities. Proposals will target students and family members of those students who attend schools that are eligible for Title I school-wide programs or that serve a high percentage of students from low-income families (at least 40% of the students qualified to receive free or reduced-priced meals). For proposals involving one or two school buildings, the school buildings to be served must have a Title I school-wide program or at least 40% of the students from each participating building must be qualified to receive free and/or reduced-priced meals. Additional competitive points may include the following:

Targeted Support and Improvement

In the fall of 2018, schools were not identified for Targeted Support and Improvement; however, a school was identified for Additional Targeted Support and Improvement (ATSI) if it had one or more subgroups 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.

Beginning in the fall of 2020 and annually thereafter, a school will be identified for Targeted Support and Improvement (TSI) if it has one or more of the same subgroups performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance, for three consecutive years. Beginning in the fall of 2021 and every three years thereafter, a school will be identified for ATSI if it was identified for TSI in the immediately preceding year and has one or more subgroups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance.

Comprehensive Support and Improvement

Schools were identified for Comprehensive Support and Improvement (CSI) annually in 2018 and 2019. Kentucky will not identify new CSI schools in 2020; however, beginning in 2021 and every three years thereafter, a school

will be identified for CSI if it meets **any one** of the following categories:

- CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019); **OR**
- CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018- 2019); **OR**
- CSI III: Title I or non-Title I schools previously identified for Additional Targeted Support and Improvement for at least 3 years and have not exited (beginning 2021-2022).

Continuation Grants Competitive Priority is defined as additional points earned for items not explicitly required. The KDE will give priority to 21st CCLC Continuation Grant applicants who have shown significant improvement in student achievement in math and reading scores as demonstrated by their most recent Annual Performance Report (APR) Center Profile data indicating that 50% or more of regular center participants improved and/or earned the highest grade possible in reading combined and 50% or more of regular center participants improved or earned the highest grade possible in math combined.

Principles of Effectiveness

Applicants must indicate how each program activity satisfies the Principles of Effectiveness described in the law (See Section 4205(b) of ESSA). According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and,
- Where appropriate, scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services where such research has been conducted and is available.

Services for Parents/Families

Literacy and other educational opportunities must be provided to the parents and families of participating students. Programs must include 1% of grant funds per year dedicated to providing parent skill building activities. These may include classes that support and strengthen reading and writing skills of parents, English language literacy classes, strategies parents can use to assist their children with homework, how to use technology, financial planning, communicating with teachers and Adult Education and/or GED classes.

Sustainability

Applicants must include a preliminary plan describing how to sustain the program beyond the award period. Applicants must demonstrate how other sources of funding will be leveraged to supplement grant services and support sustainability (i.e., Title I, Adult Ed, and Migrant). Plans must address the roles of specified partners beyond the award period. Descriptions should include plans for maintaining the main components such as transportation (if provided), staff retention including volunteer participation, resources and academic enrichment activities.

Co-Applicant

Applications must include both a fiscal agent and a co-applicant. The purpose of the co-applicant is to provide support to enhance delivery of program services and activities, not to share jointly in grant funds. The co-applicant is the key partner who provides the greatest amount of in-kind or actual financial support to the program.

Federal Annual Progress Report (APR)

Applicants are required to report on the following elements for the Annual Progress Report: grades and annual assessment scores for students who attend 30 days or more; program operation; attendance (including summer); activities and sessions offered; events (advisory council, parent/family, Lights On Afterschool); staff/personnel; feeder school; community partners; funding sources; status of goals/objectives; teacher and student surveys; and participant demographics.

Release of RFA

A public announcement is disseminated about the RFA through a variety of outlets, including, but not limited to, posting on the Kentucky Department of Education (KDE) website, Commissioner's Monday emails, Kentucky Teacher (an online publication) and inclusion in weekly newsletters, communications to all school districts, public notices, and to entities that provide training and services to youth. Other listservs utilized to distribute information include the Kentucky Out-of-School Alliance (members include YMCA, Boys and Girls Clubs, United Way, faith-based organizations, private child care providers, Juvenile Justice, Cabinet for Health and Family Services, universities and community colleges, UK Extension Office, Public Health and Kentucky School-Age Child Care Coalition, Family Resource/Youth Services Centers and Community Education Directors), informing individuals interested in the out-of-school field and 21st Century programs. This ensures equitable access for entities that traditionally provide educational and community services to increase student achievement.

RFA Technical Assistance

To assist districts and other partners in preparing a quality application, The KDE provides technical assistance sessions for the purpose of application preparation. Sessions address essential grant requirements, budget preparation, review of scoring criteria and state and federal guidance.

Receipt of Applications

Receipt of all grant applications is led by the KDE Division of Budget and Financial Management (DBFM), Procurement Branch that process the applications and prepares them for review. Applications are reviewed by the Procurement Branch to determine technical responsiveness. Each application is reviewed and scored independently by three experienced and knowledgeable professionals. DBFM seeks reviewers from: (1) an open Call for Reviewers on the KDE website and (2) a list of experienced reviewers maintained by the DBFM. Reviewers are chosen for their experience and knowledge in the programs as well

as qualifications and availability. The date and time for reviewer training, facilitated by the program office in coordination with the DBFM, is listed on the Call for Reviewers. Most reviewers are active or retired Kentucky teachers, administrators, and higher education staff. During training, reviewers are provided with a copy of the RFA, including a scoring rubric, general guidance for evaluating applications, and specific instructions for the current RFA.

Awards

The highest scoring applications receive funding unless there are other factors (e.g., geographical/demographic balance, targeted priority areas, etc.) that must be considered. The program office also may include a minimum score in the RFA that must be met in order for an application to be considered for funding. Applications are awarded with those receiving the highest scores first until availability of funding is gone. Awards range from $100,000 - $150,000 per year for three years. The number of awards and the award size will depend on the type of application selected and availability of funds to award. The grant awards are released publicly on the Kentucky Department of Education's website and recipients are notified directly. Non-awarded applications may request a copy of the reviewer score sheets.

Section H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives
(ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   The Rural and Low Income School (RLIS) program is designed to help rural districts use federal resources more effectively to improve instruction and academic achievement of students. These funds are intended to support activities allowable under Title I, II, and III programs to assist rural districts in meeting the state's interim and long term-goals identified in Kentucky's accountability system. The Kentucky Department of Education will award formula grants to qualifying districts that meet federal eligibility requirements.

   The specific measurable program objectives and outcomes for each participating district related to the RLIS program will be driven by each district's comprehensive needs assessment in its plan for educating its students, as well as requirements (as applicable) of Kentucky's accountability system. Districts receiving RLIS funds will identify needs from their comprehensive needs assessment based on state and local data to determine priorities and where resources are needed. Districts will then choose appropriate strategies based on their needs assessment and leverage resources appropriately, including RLIS funds, to improve student outcomes, specifically with regard to mastery of state standards. The KDE will work with districts receiving RLIS funds to administer this funding to align with and enhance other federal, state, and local programs. The KDE will conduct routine monitoring of recipient districts and provide

ongoing technical assistance to ensure districts maximize the effectiveness of the grants to increase student outcomes. Specifically, the KDE will track proficiency rates of students who are enrolled in districts receiving RLIS funds. Based on the data collected, technical assistance will be provided as needed.

The KDE will use funds to support districts in ensuring students engage in enriched and equitable opportunities and that district and school staff are equipped to support those needs. The KDE's limited administrative funds are used to support transportation costs for providing professional development and monitoring for technical assistance. The KDE also is an active participant and sponsor of the National Rural Education Forum. This forum provides additional resources and networking to enhance opportunities available under the RLIS program.

The KDE recently joined the State Support Network and several other states in a Rural Education Community of Practice. The State Support Network is a network in partnership with the United States Department of Education's (ED's) Office of State Support to intensively support state school improvement efforts and meet the state academic standards, as well as assisting in a well-rounded education to improve the rural community. The Community of Practice will focus on how to effectively differentiate support for rural districts and communities particularly related to the implementation of state ESSA plans. This Community of Practice (CoP) will strengthen the Sate Education Agency (SEA) and the district capacity to design and implement coherent local Ever Student Succeeds Act (ESA) planning and action in rural districts. Beginning in early October, the CoP will host webinars and launch a virtual community space to share resources and discussions around rural education. The state Community of Practice team will consist of four to six SEA and district representatives; the KDE will involve districts throughout the year in these activities.

2. Technical Assistance
(ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The Kentucky Department of Education will build the capacity of LEAs by providing technical assistance through phone, email and face-to-face assistance to grantees. Face-to-face assistance will occur at trainings and meetings, such as summer Title I training, cooperative trainings and regional trainings throughout the state. Technical assistance also will be offered as needed at one-on-one meetings. The KDE will work with LEAs through the consolidated application to administer this funding to align with and enhance other federal, state and local programs. The RLIS section of the consolidated application will be reviewed, approved, and monitored by the KDE. On-site monitoring of the RLIS program also will occur during the annual state consolidated monitoring process. Additional on-site monitoring will occur on an as-needed basis.

Section I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification
   (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   Every LEA in Kentucky is required to appoint a local liaison to help assist in the identification of homeless children and youth. The liaisons gather information from enrollment applications and collaborate with state, local, and external service providers to help them properly identify homeless children and youth. The LEA also uses a McKinney-Vento student intake form to properly identify those who are experiencing homelessness. Homeless children and youth in Kentucky are provided the opportunity to meet the same challenging state academic achievement standards that all students are expected to meet. Kentucky's comprehensive district and school improvement planning process is a means to determine the needs of all students and provides a roadmap for improving student achievement, and ensures that each student progresses toward meeting student capacities and school goals. The focus is on utilizing resources to meet the needs of all students, not on specific programs.

2. Dispute Resolution
   (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

   The McKinney-Vento Homeless Assistance Act acknowledges that disputes may arise between the school district and homeless students and their parents/guardians. The KDE has established a state dispute resolution process. The local district homeless child education liaison shall ensure immediate enrollment and the provision of services to the homeless child or unaccompanied youth throughout the dispute resolution process.

   The Office of the State Coordinator will monitor and provide support for the dispute resolution process. First, the KDE has developed a dispute resolution form for LEA district liaisons and the state homeless coordinator to document the area of disagreement, evidence, the determinations made, and dates of resolution in each step of the process. This form is made available to the LEAs. Use of this form will help ensure that the process is followed by providing a consistent statewide form. It also requires the documentation of evidence, determinations and dates, which will help the state coordinator make the best, most informed decisions possible if the dispute cannot be resolved at the LEA level. LEA local liaisons will receive guidance about implementing the dispute resolution process and form, including the timeline for completing all components of the dispute resolution process, through training and recorded webinars.

   Following are the steps in the dispute resolution process at the LEA level. The timeline within which all components of the dispute must occur at the LEA level is 30 school days.

   1. First, every effort must be made to resolve disputes at the local level.

2. All concerns regarding the education of a homeless child should be referred to the local district liaison. If a complaint arises about services or placement of a homeless student, the local district liaison shall inform the representative of the homeless student or the unaccompanied youth of their rights under this process and the McKinney-Vento Act. The child shall remain enrolled throughout.
3. The local district liaison shall make a determination and will document this and all subsequent communications, determinations, and evidences in the dispute resolution form provided by the KDE. A copy of the determination will be provided to the complainant. If the complaint is not resolved, the complainant will be advised to present a written request for mediation. The local district liaison shall assist the representative in completing this request, including an indication of the specific point at issue.
4. The mediation shall be scheduled on a day and time convenient to the representative of the homeless student. Documentation regarding those proceedings must be provided with any appeal to the state homeless coordinator. If an agreement cannot be reached among all involved parties, either party may request review by the state homeless coordinator.
5. When a written request for assistance is received, the following steps in the dispute resolution process will be followed by the Office of the State Coordinator. This process will be completed within 20 school days after receipt of the written request.
6. Upon written request, the state coordinator shall collect and review the evidence and make a determination.
7. Parties may request that the state coordinator's decision be reviewed by a three-member panel convened by the state coordinator within the Department of Education. Any person involved in the dispute resolution process at the state level will receive training on the McKinney-Vento Act prior to participating in the process. The three-member panel shall review the state coordinator's decision and either adopt the decision or reject it. If rejected, the panel will provide an alternative finding with appropriate reasoning. The panel's decision is a final decision and not appealable. The placement and services for the homeless student shall be continued pending the resolution of the dispute by the Department of Education.

In addition to working with LEAs, the Office of the State Coordinator will include the dispute resolution process in the SEA monitoring process. For both on-site and desk monitoring, LEAs will be asked to submit documentation of their implementation of the dispute resolution process. This evidence will include documentation of written notice to parents, guardians, or unaccompanied youth.

The state homeless coordinator will regularly review all McKinney-Vento disputes resolved at the state level, including the timelines documented on the dispute resolution form. This review will help ensure the process is being followed and disputes are resolved in a timely manner. It will also help identify opportunities to improve the process.

3. Support for School Personnel
(722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The state coordinator organizes opportunities for annual professional development in an effort to provide local liaisons with strategies to heighten the awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. The state coordinator is a member of interagency workgroups, including the Chronic Absence Work Group and Safe Schools monthly meetings, geared toward, generally, improving outcomes for at-risk students.

Ongoing communications to local liaisons focus on the need to effectively raise awareness and coordinate services. Kentucky is in the process of launching a new online training system of liaisons to the homeless called Kickstand; this will allow local liaisons to have access to training materials to support the training of their districts' principals, school leaders, enrollment personnel and specialized instructional support personnel. Additionally, the state's homeless coordinator emphasizes runaway and homeless youth at annual professional development trainings, disseminates information via webcast, and supports school personnel on how to handle crises associated with homeless children and youth, including runaways and the support these students would require to be successful.

The Kentucky Department of Education provides year-round training for school personnel:

- The Kentucky Student Information System (KSIS) provides three trainings throughout the school year. Beginning, mid-year, and end-of-year trainings provide opportunities to communicate policy updates, reminders, and instructions to fulfill what may be needed during those times of the year. Infinite Campus, the provider of the KSIS, and the Kentucky Department of Education also provide in-depth training on the use of the KSIS.
- Kentucky-specific training also is available within the Infinite Campus training portal at Campus Community and Infinite Campus University.

The KDE approves funding for professional development for LEAs and school employees to heighten awareness of homeless children and youth, including runaway homeless children and youth such as the required annual training by the SEA for liaisons to the homeless, the KSIS trainings throughout the year, and the National Association for the Education of Homeless Children and Youth Conference.

Additionally, much of the work to support homeless children and youth, including runaway homeless children and youth, is centered around collaborative efforts with other agencies, including the following examples:

- Community partners and interagency councils are invited to improve the awareness of the McKinney-Vento definition of homelessness and to increase collaboration to effectively address challenges of homelessness in Kentucky.
- Another focus in the training pertains to building relationships with reliable communication systems and relief agencies, such as the Red Cross and FEMA, prior to disasters occurring.
- Kentucky collaborates with the Homeless Education and Literacy Program (H.E.L.P.), a program that provides free back packs and supplies to the school districts with a higher need.
- Liaisons and school personnel are informed and encouraged to participate in the new Building Teams of Change Program in conjunction with Schoolhouse connection, an advocacy and policy capacity-building program designed to obtain lasting state-level policy changes and improve the lives and futures of young people experiencing homelessness.
- Kentucky is proud to announce new collaboration with the Child Care Aware Professional Development Team (Kentucky Division of Child Care (DCC)), which looks forward to assisting children and youth of all early care and education programs that receive public funding including child care centers, Head Start programs and preschool programs that are eligible for McKinney-Vento services.
- Kentucky collaborates with the Homeless & Housing Coalition of Kentucky in an effort to better assist those who are experiencing chronic homelessness. The State Coordinator for homeless education has provided a point of contact (POC) for each district in an effort to disseminate information on the services that can be provided to families and children.

4. Access to Services
(722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:

   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

   (i) The preschool coordinator, Family Resource/Youth Services Center and liaison to the homeless collaborate quarterly to discuss strategies, the needs of the children and the number of children identified. KRS 157.3175 establishes Kentucky's preschool education program to serve four-year-old children at-risk of educational failure (defined as eligible for free lunch) and three- and four-year-old children with disabilities, regardless of income. Head Start promotes the school readiness of young children from low-income families through agencies in their local community. Also, Kentucky's homeless children are eligible to participate in local before-

and after-school care programs such as School Age Child Care (SACC) and Head Start.

Kentucky Department of Education regulation **707 KAR 1:300, Section 1** states that *Child Find* requires that an LEA shall have in effect policies and procedures that plan and implement a child find system to locate, identify, and evaluate each child. Preschool coordinators post flyers, conduct home visits, collaborate with health and family services, and partner with the division of community based services that generates a local list of children who are on the First Step list and are transitioning to Head Start. Additionally, the preschool program review process (**P2R**) is a system used to monitor LEAs' outreach services.

707 KAR 1:300 can be found online.

Additionally, Family Resource/Youth Services Centers (FRYSCs) may provide before- and after-school care for homeless children and youth. These centers are designed to meet the needs of economically disadvantaged children and their families. The FRYSCs make it possible for homeless children and their families to receive referrals to health counseling, after-school care, full-time preschool child care for children two to three years of age, and parent and child education.

Parent, student and staff needs assessments are shared as a tool to help ensure that the programs are meeting the needs of homeless children and youth.

Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

(ii) Kentucky uses diverse strategies for identifying children and youth separated from public schools and is asking local liaisons to develop a process chart. Once the SEA has received multiple examples from the LEAs, the Kentucky Department of Education (KDE) will use the information to develop a process chart for the state.

Kentucky requires LEAs to adopt policies and practices that will eliminate any barriers that homeless children and youth may face. The state coordinator works with other educational programs and with service providers to improve comprehensive services for homeless youth. The state coordinator works with other KDE staff, including the Division of Student Success, in identifying opportunities across the state for homeless youth and youth separated from public schools to ensure they are best served by the resources locally available to them. LEAs are encouraged to run a homeless benchmark data report in the statewide student information system (Infinite Campus) in an effort to identify percentages of absentees, withdrawals, the number of days enrolled, dropouts, and content area

course work credits in conjunction with follow-up of the needed support services.

ii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

(iii) Once a student is enrolled in school, she or he has immediate access to participate fully in all school activities and services, including academic and extracurricular activities, magnet schools, summer schools, career and technical education, advanced placement, online learning, and charter school programs. The LEA is required to provide homeless children and youth with transportation to and from extracurricular activities. Kentucky's Consolidated Monitoring process includes a review of district policies to ensure that homeless children and youth and their families receive the education services for which they are eligible.

Kentucky will soon be amending the appropriate administrative regulation to reflect changes that will address and reemphasize the need for LEA policies to reflect breaking down barriers. Since charter schools are new to Kentucky, the SEA will be advising other staff as they develop regulations to ensure that there are no barriers for homeless students in that setting. LEAs will be advised that they should anticipate and accommodate the needs of McKinney-Vento-eligible students to enter charter schools, magnet schools, and other schools, programs, and activities in spite of missing application and enrollment deadlines due to a period of homelessness. In addition, LEAs will be advised to consider giving homeless children and youth priority if there is a waitlist for these schools, programs, and activities.

KRS 160.345 provides each school council the authority to develop the school's curriculum. Therefore, variations exist in the course offerings and timing of coursework between schools. Transfer of credits occurs at the local level. KDE staff will continue to provide guidance to school and district staff about transfer of records and ensuring students accrue full or partial credits for any coursework satisfactorily completed while attending a prior school. In addressing and eliminating these barriers, homeless liaisons will be encouraged to work closely with a school's leadership to develop a process for ensuring a student's credits are transferred appropriately.

5. Strategies to Address Other Problems
(722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

i. requirements of immunization and other required health records;

ii. residency requirements;

iii. lack of birth certificates, school records, or other documentation;

iv. guardianship issues; or

v. uniform or dress code requirements.

In each LEA, the liaison to the homeless assists homeless children and youth in obtaining essential records, including an immunization certificate. If the homeless child or youth wishes to enroll and does not have a record of immunization but has been immunized, the district liaison to the homeless obtains verbal or written confirmation of immunization from the previous school. If the homeless child has not begun an immunization series, the liaison makes the necessary arrangements with the local public health department for the immunization, all while granting immediate enrollment for the child. When the personnel have verified that the student has been immunized, a new health record can be completed. This will ensure availability of health records for the receiving district if the homeless child or youth student transfers.

Regarding residency requirements per the McKinney-Vento federal requirements, the LEA shall ensure that residency for the homeless child or youth's education is continued in the school of origin for the duration of homelessness in any case where the family becomes homeless between academic years or during an academic year, or for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year. The LEA shall enroll the child or youth in any public school in the attendance area in which the child or youth actually resides and is eligible to attend, deferring to what is in the best interest of the homeless student. The LEA will immediately enroll the child or youth while also working with community agencies to obtain original copies of state vital records. LEAs are required to provide assurances that barriers resulting in enrollment delays have been removed.

A homeless student is not to be denied enrollment in the school of residence due to the absence of a parent or a court-appointed guardian or custodian. School districts are not permitted to delay or deny the timely provision of educational placement and appropriate services for a homeless child or youth. Under ESSA, guardianship is not a requirement.

LEAs will be allowed to use McKinney-Vento and Title I set aside funding to buy uniforms and any other appropriate attire that keeps homeless children and youth aligned with the local school dress code. Any delay in acquiring these items is not to result in delay of enrollment.

6. Policies to Remove Barriers
(*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The KDE has developed policies to remove barriers to the identification, enrollment and retention of homeless children and youth. These policies are being revised and will be posted to the agency's website and accessible for the start of

the school year. During the annual training, local liaisons are encouraged to bring their current policies to be reviewed. The policies are examined to determine if these are legal, and clear. If needed, policies are revised to be ready for local board approval.

The Kentucky Department of Education is completing a needs assessment to determine the status of SEA services to homeless children and youth and to determine where to focus efforts. The results of this evaluation will be used to create an annual action plan for implementation. The action plan will afford opportunities to address the areas of concern provided by review of the needs assessment. Progress will be monitored quarterly; this will include submission of proposed methods and programs to address the identified needs. The monitoring process will include review from other departments within the SEA, such as transportation, finance, preschool, etc., which may affect services to these students. The KDE also will advise the LEAs in conducting a needs assessment at the local level.

The Kentucky Department of Education recommends that LEAs annually review policies as a best practice. Many school districts are working with the Kentucky School Boards Association on writing and revising policies. School districts are required to have policies and procedures which eliminate attendance and enrollment barriers. The schools implement these policies. The Consolidated Monitoring Process includes a review of district policies to ensure that homeless students and their families receive education services for which they are eligible.

LEAs are obligated to adopt and revise policies to meet the needs of homeless students. A homeless child or youth is granted immediate enrollment allowing access to all services; fines or fees are to be waived if they exist. The LEAs are required to provide transportation for the student to prevent recurring absences.

7. Assistance from Counselors
(722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The Kentucky Department of Education will coordinate McKinney-Vento training through the annual state conference and professional development through online web training modules. These opportunities will be open to all education professionals that work with homeless students including counselors. The KDE has a new counselor consultant who will assist with disseminating training opportunities for school counselors, ensuring that counselors advise youth and focusing on improving their readiness for college. Counselors will be responsible for scheduling a time to meet with individual students, prepare for the meeting by identifying the key points to be discussed, explain their role as counselor, share what is needed to enroll into college, ask the individual student for postsecondary goals, offer concrete suggestions for actions that can be taken by the counselor and plan to leave the session with a specific commitment to support the student.

Kentucky counselors will continue to remain dedicated to promoting educational success for all students, including those who are experiencing homelessness.

Counselors will work with students to provide supportive services that address the academic, personal and career readiness needs of all students. To achieve this counselors will:

- Build relationships with students experiencing homelessness in their schools in an effort to emphasize the importance of school stability.
- Work with local liaisons for homeless youth and Family Resource/Youth Services Center (FRYSC) directors to coordinate additional community support, which may include opportunities for housing, food, transportation and/or social and emotional counseling.
- Provide transition guidance in the areas of dual credit, advanced course work, career and technical training, and preparation for college and/or career readiness opportunities. Career counselors in Kentucky will work through the KDE Office of Career and Technical Education to provide career advising to middle and high school students, including those described in section 725(2). The counselors will serve as liaisons between business and industry and students. They will provide guidance based on labor market data to ensure opportunities for Kentucky students.
- Coordinate tutoring and mentoring programs for homeless youth.

Kentucky also remains dedicated to improving school stability and responding to the needs of homeless children by providing services to students at young ages. Kentucky's **preschool education programs** represent an area in which services are available for all 4-year-old children whose family income is no more than 160% of poverty and all 3- and 4-year-old children with developmental delays and disabilities, regardless of income. Furthermore, Kentucky has developed a **Preschool Partnership Grant** to expand its availability of program offerings by incentivizing cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality preschool programs for at-risk children. By beginning these services at an early age, Kentucky confirms its commitment to ensuring all students achieve greater educational outcomes overall.

Additionally, throughout P-12, Kentucky counselors will assist students in securing McKinney-Vento funds for college applications, tests and exams, clothing, tutoring, supplemental services, enrichment services, evaluation of strengths and needs of homeless children, professional development, provision of referral services for medical, dental, mental, and other health services, transportation costs (access to academic and extra-curricular), programs to retain homeless children in public schools, mentoring, homework assistance, and costs for obtaining records, education and training to parents about rights and resources.

Appendix A: Measurements of Interim Progress

A. Academic Achievement

Long-Term and Interim Goals for Public Reporting

READING Achievement - Proficient and Distinguished

Elementary School

Subgroup	2018-19 Baseline	2019 -20	2020 -21*	2021 -22	2022 -23	2023 -24*	2024 -25	2025 -26	2026 -27*	2027 -28	2028 -29	2029 -30*
All Students	54.6	56.7	58.7	60.8	62.9	64.9	67.0	69.0	71.1	73.2	75.2	77.3
White	59.3	61.2	63.0	64.9	66.7	68.6	70.4	72.3	74.1	76.0	77.8	79.7
African American	31.1	34.2	37.4	40.5	43.6	46.8	49.9	53.0	56.2	59.3	62.4	65.6
Hispanic or Latino	41.5	44.2	46.8	49.5	52.1	54.8	57.5	60.1	62.8	65.4	68.1	70.8
Asian	64.3	65.9	67.5	69.2	70.8	72.4	74.0	75.7	77.3	78.9	80.5	82.2
American Indian or Alaska Native	52.8	54.9	57.1	59.2	61.4	63.5	65.7	67.8	70.0	72.1	74.3	76.4
Native Hawaiian or Other Pacific Islander	47.9	50.3	52.6	55.0	57.4	59.7	62.1	64.5	66.8	69.2	71.6	74.0
Two or More Races	50.1	52.4	54.6	56.9	59.2	61.4	63.7	66.0	68.2	70.5	72.8	75.1
English Learners	25.2	28.6	32.0	35.4	38.8	42.2	45.6	49.0	52.4	55.8	59.2	62.6
English Learners plus Monitored	33.8	36.8	39.8	42.8	45.8	48.8	51.9	54.9	57.9	60.9	63.9	66.9
Free/Reduced -Price Meal	45.8	48.3	50.7	53.2	55.7	58.1	60.6	63.0	65.5	68.0	70.4	72.9
Students with Disabilities with IEP	34.2	37.2	40.2	43.2	46.2	49.2	52.1	55.1	58.1	61.1	64.1	67.1

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

READING Achievement - Proficient and Distinguished

Middle School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	59.6	61.4	63.3	65.1	66.9	68.8	70.6	72.5	74.3	76.1	78.0	79.8
White	63.9	65.5	67.2	68.8	70.5	72.1	73.7	75.4	77.0	78.7	80.3	82.0
African American	35.9	38.8	41.7	44.6	47.6	50.5	53.4	56.3	59.2	62.1	65.0	68.0
Hispanic or Latino	48.4	50.7	53.1	55.4	57.8	60.1	62.5	64.8	67.2	69.5	71.9	74.2
Asian	73.2	74.4	75.6	76.9	78.1	79.3	80.5	81.7	82.9	84.2	85.4	86.6
American Indian or Alaska Native	58.4	60.3	62.2	64.1	66.0	67.9	69.7	71.6	73.5	75.4	77.3	79.2
Native Hawaiian or Other Pacific Islander	50.3	52.6	54.8	57.1	59.3	61.6	63.9	66.1	68.4	70.6	72.9	75.2
Two or More Races	54.8	56.9	58.9	61.0	63.0	65.1	67.1	69.2	71.2	73.3	75.3	77.4
English Learners	11.5	15.5	19.5	23.6	27.6	31.6	35.6	39.7	43.7	47.7	51.7	55.8
English Learners plus Monitored	18.7	22.4	26.1	29.8	33.5	37.2	40.9	44.6	48.3	52.0	55.7	59.4
Free/Reduced-Price Meal	49.9	52.2	54.5	56.7	59.0	61.3	63.6	65.8	68.1	70.4	72.7	75.0
Students with Disabilities with IEP	27.0	30.3	33.6	37.0	40.3	43.6	46.9	50.2	53.5	56.9	60.2	63.5

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

READING Achievement - Proficient and Distinguished

High School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	44.5	47.0	49.5	52.1	54.6	57.1	59.6	62.2	64.7	67.2	69.7	72.3
White	49.0	51.3	53.6	56.0	58.3	60.6	62.9	65.2	67.5	69.9	72.2	74.5
African American	21.1	24.7	28.3	31.9	35.4	39.0	42.6	46.2	49.8	53.4	57.0	60.6
Hispanic or Latino	29.3	32.5	35.7	38.9	42.2	45.4	48.6	51.8	55.0	58.2	61.4	64.7
Asian	52.5	54.7	56.8	59.0	61.1	63.3	65.5	67.6	69.8	71.9	74.1	76.3
American Indian or Alaska Native	32.3	35.4	38.5	41.5	44.6	47.7	50.8	53.8	56.9	60.0	63.1	66.2
Native Hawaiian or Other Pacific Islander	33.3	36.3	39.4	42.4	45.4	48.5	51.5	54.5	57.6	60.6	63.6	66.7
Two or More Races	38.4	41.2	44.0	46.8	49.6	52.4	55.2	58.0	60.8	63.6	66.4	69.2
English Learners	3.7	8.1	12.5	16.8	21.2	25.6	30.0	34.3	38.7	43.1	47.5	51.9
English Learners plus Monitored	6.1	10.4	14.6	18.9	23.2	27.4	31.7	36.0	40.2	44.5	48.8	53.1
Free/Reduced-Price Meal	32.3	35.4	38.5	41.5	44.6	47.7	50.8	53.8	56.9	60.0	63.1	66.2
Students with Disabilities with IEP	16.6	20.4	24.2	28.0	31.8	35.6	39.3	43.1	46.9	50.7	54.5	58.3

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

MATHEMATICS Achievement - Proficient and Distinguished

Elementary School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	48.6	50.9	53.3	55.6	57.9	60.3	62.6	65.0	67.3	69.6	72.0	74.3
White	52.8	54.9	57.1	59.2	61.4	63.5	65.7	67.8	70.0	72.1	74.3	76.4
African American	25.5	28.9	32.3	35.7	39.0	42.4	45.8	49.2	52.6	56.0	59.4	62.8
Hispanic or Latino	38.4	41.2	44.0	46.8	49.6	52.4	55.2	58.0	60.8	63.6	66.4	69.2
Asian	70.4	71.7	73.1	74.4	75.8	77.1	78.5	79.8	81.2	82.5	83.9	85.2
American Indian or Alaska Native	44.9	47.4	49.9	52.4	54.9	57.4	59.9	62.4	64.9	67.4	69.9	72.5
Native Hawaiian or Other Pacific Islander	40.9	43.6	46.3	49.0	51.6	54.3	57.0	59.7	62.4	65.1	67.8	70.5
Two or More Races	43.2	45.8	48.4	50.9	53.5	56.1	58.7	61.3	63.9	66.4	69.0	71.6
English Learners	26.2	29.6	32.9	36.3	39.6	43.0	46.3	49.7	53.0	56.4	59.7	63.1
English Learners plus Monitored	34.3	37.3	40.3	43.3	46.2	49.2	52.2	55.2	58.2	61.2	64.2	67.2
Free/Reduced-Price Meal	39.0	41.8	44.5	47.3	50.1	52.9	55.6	58.4	61.2	64.0	66.7	69.5
Students with Disabilities with IEP	27.7	31.0	34.3	37.6	40.8	44.1	47.4	50.7	54.0	57.3	60.6	63.9

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

MATHEMATICS Achievement - Proficient and Distinguished

Middle School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	46.4	48.8	51.3	53.7	56.1	58.6	61.0	63.5	65.9	68.3	70.8	73.2
White	50.7	52.9	55.2	57.4	59.7	61.9	64.1	66.4	68.6	70.9	73.1	75.4
African American	22.2	25.7	29.3	32.8	36.3	39.9	43.4	47.0	50.5	54.0	57.6	61.1
Hispanic or Latino	34.7	37.7	40.6	43.6	46.6	49.5	52.5	55.5	58.4	61.4	64.4	67.4
Asian	70.2	71.6	72.9	74.3	75.6	77.0	78.3	79.7	81.0	82.4	83.7	85.1
American Indian or Alaska Native	47.2	49.6	52.0	54.4	56.8	59.2	61.6	64.0	66.4	68.8	71.2	73.6
Native Hawaiian or Other Pacific Islander	36.4	39.3	42.2	45.1	48.0	50.9	53.7	56.6	59.5	62.4	65.3	68.2
Two or More Races	39.6	42.3	45.1	47.8	50.6	53.3	56.1	58.8	61.6	64.3	67.1	69.8
English Learners	10.0	14.1	18.2	22.3	26.4	30.5	34.5	38.6	42.7	46.8	50.9	55.0
English Learners plus Monitored	15.0	18.9	22.7	26.6	30.5	34.3	38.2	42.0	45.9	49.8	53.6	57.5
Free/Reduced-Price Meal	35.6	38.5	41.5	44.4	47.3	50.2	53.2	56.1	59.0	61.9	64.9	67.8
Students with Disabilities with IEP	18.4	22.1	25.8	29.5	33.2	36.9	40.7	44.4	48.1	51.8	55.5	59.2

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

MATHEMATICS Achievement - Proficient and Distinguished

High School

Subgroup	2018-19 Baseline	2019 -20	2020 -21*	2021 -22	2022 -23	2023 -24*	2024 -25	2025 -26	2026 -27*	2027 -28	2028 -29	2029 -30*
All Students	35.3	38.2	41.2	44.1	47.1	50.0	52.9	55.9	58.8	61.8	64.7	67.7
White	39.0	41.8	44.5	47.3	50.1	52.9	55.6	58.4	61.2	64.0	66.7	69.5
African American	13.5	17.4	21.4	25.3	29.2	33.2	37.1	41.0	45.0	48.9	52.8	56.8
Hispanic or Latino	22.6	26.1	29.6	33.2	36.7	40.2	43.7	47.2	50.7	54.3	57.8	61.3
Asian	57.4	59.3	61.3	63.2	65.1	67.1	69.0	71.0	72.9	74.8	76.8	78.7
American Indian or Alaska Native	31.3	34.4	37.5	40.7	43.8	46.9	50.0	53.2	56.3	59.4	62.5	65.7
Native Hawaiian or Other Pacific Islander	28.3	31.6	34.8	38.1	41.3	44.6	47.9	51.1	54.4	57.6	60.9	64.2
Two or More Races	27.5	30.8	34.1	37.4	40.7	44.0	47.3	50.6	53.9	57.2	60.5	63.8
English Learners	4.8	9.1	13.5	17.8	22.1	26.4	30.8	35.1	39.4	43.7	48.1	52.4
English Learners plus Monitored	7.7	11.9	16.1	20.3	24.5	28.7	32.9	37.1	41.3	45.5	49.7	53.9
Free/Reduced-Price Meal	22.5	26.0	29.5	33.1	36.6	40.1	43.6	47.2	50.7	54.2	57.7	61.3
Students with Disabilities with IEP	8.4	12.6	16.7	20.9	25.1	29.2	33.4	37.5	41.7	45.9	50.0	54.2

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

SCIENCE Achievement - Proficient and Distinguished

Elementary School

Subgroup	2018-19 Baseline	2019 -20	2020 -21*	2021 -22	2022 -23	2023 -24*	2024 -25	2025 -26	2026 -27*	2027 -28	2028 -29	2029 -30*
All Students	31.7	34.8	37.9	41.0	44.1	47.2	50.3	53.4	56.5	59.6	62.7	65.9
White	35.8	38.7	41.6	44.6	47.5	50.4	53.3	56.2	59.1	62.1	65.0	67.9
African American	12.0	16.0	20.0	24.0	28.0	32.0	36.0	40.0	44.0	48.0	52.0	56.0
Hispanic or Latino	19.6	23.3	26.9	30.6	34.2	37.9	41.5	45.2	48.8	52.5	56.1	59.8
Asian	46.7	49.1	51.5	54.0	56.4	58.8	61.2	63.7	66.1	68.5	70.9	73.4
American Indian or Alaska Native	30.4	33.6	36.7	39.9	43.1	46.2	49.4	52.5	55.7	58.9	62.0	65.2
Native Hawaiian or Other Pacific Islander	20.9	24.5	28.1	31.7	35.3	38.9	42.5	46.1	49.7	53.3	56.9	60.5
Two or More Races	26.2	29.6	32.9	36.3	39.6	43.0	46.3	49.7	53.0	56.4	59.7	63.1
English Learners	9.5	13.6	17.7	21.8	26.0	30.1	34.2	38.3	42.4	46.5	50.6	54.8
English Learners plus Monitored	14.5	18.4	22.3	26.2	30.0	33.9	37.8	41.7	45.6	49.5	53.4	57.3
Free/Reduced -Price Meal	23.6	27.1	30.5	34.0	37.5	41.0	44.4	47.9	51.4	54.9	58.3	61.8
Students with Disabilities with IEP	21.8	25.4	28.9	32.5	36.0	39.6	43.1	46.7	50.2	53.8	57.3	60.9

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

SCIENCE Achievement - Proficient and Distinguished

Middle School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	26.0	29.4	32.7	36.1	39.5	42.8	46.2	49.5	52.9	56.3	59.6	63.0
White	28.7	31.9	35.2	38.4	41.7	44.9	48.1	51.4	54.6	57.9	61.1	64.4
African American	9.7	13.8	17.9	22.0	26.1	30.2	34.3	38.4	42.5	46.6	50.7	54.9
Hispanic or Latino	17.5	21.3	25.0	28.8	32.5	36.3	40.0	43.8	47.5	51.3	55.0	58.8
Asian	49.9	52.2	54.5	56.7	59.0	61.3	63.6	65.8	68.1	70.4	72.7	75.0
American Indian or Alaska Native	31.6	34.7	37.8	40.9	44.0	47.1	50.3	53.4	56.5	59.6	62.7	65.8
Native Hawaiian or Other Pacific Islander	13.0	17.0	20.9	24.9	28.8	32.8	36.7	40.7	44.6	48.6	52.5	56.5
Two or More Races	22.0	25.5	29.1	32.6	36.2	39.7	43.3	46.8	50.4	53.9	57.5	61.0
English Learners	3.2	7.6	12.0	16.4	20.8	25.2	29.6	34.0	38.4	42.8	47.2	51.6
English Learners plus Monitored	5.1	9.4	13.7	18.0	22.4	26.7	31.0	35.3	39.6	43.9	48.2	52.6
Free/Reduced-Price Meal	17.5	21.3	25.0	28.8	32.5	36.3	40.0	43.8	47.5	51.3	55.0	58.8
Students with Disabilities with IEP	10.2	14.3	18.4	22.4	26.5	30.6	34.7	38.8	42.9	46.9	51.0	55.1

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

SCIENCE Achievement - Proficient and Distinguished

High School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	29.9	33.1	36.3	39.5	42.6	45.8	49.0	52.2	55.4	58.6	61.8	65.0
White	33.2	36.2	39.3	42.3	45.3	48.4	51.4	54.5	57.5	60.5	63.6	66.6
African American	10.6	14.7	18.7	22.8	26.9	30.9	35.0	39.0	43.1	47.2	51.2	55.3
Hispanic or Latino	19.3	23.0	26.6	30.3	34.0	37.6	41.3	45.0	48.6	52.3	56.0	59.7
Asian	45.0	47.5	50.0	52.5	55.0	57.5	60.0	62.5	65.0	67.5	70.0	72.5
American Indian or Alaska Native	28.6	31.8	35.1	38.3	41.6	44.8	48.1	51.3	54.6	57.8	61.1	64.3
Native Hawaiian or Other Pacific Islander	25.0	28.4	31.8	35.2	38.6	42.0	45.5	48.9	52.3	55.7	59.1	62.5
Two or More Races	23.9	27.4	30.8	34.3	37.7	41.2	44.7	48.1	51.6	55.0	58.5	62.0
English Learners	1.6	6.1	10.5	15.0	19.5	24.0	28.4	32.9	37.4	41.9	46.3	50.8
English Learners plus Monitored	3.7	8.1	12.5	16.8	21.2	25.6	30.0	34.3	38.7	43.1	47.5	51.9
Free/Reduced-Price Meal	20.4	24.0	27.6	31.3	34.9	38.5	42.1	45.7	49.3	53.0	56.6	60.2
Students with Disabilities with IEP	8.3	12.5	16.6	20.8	25.0	29.1	33.3	37.5	41.6	45.8	50.0	54.2

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

WRITING Achievement - Proficient and Distinguished

Elementary School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	46.6	49.0	51.5	53.9	56.3	58.7	61.2	63.6	66.0	68.4	70.9	73.3
White	50.3	52.6	54.8	57.1	59.3	61.6	63.9	66.1	68.4	70.6	72.9	75.2
African American	26.7	30.0	33.4	36.7	40.0	43.4	46.7	50.0	53.4	56.7	60.0	63.4
Hispanic or Latino	38.5	41.3	44.1	46.9	49.7	52.5	55.3	58.1	60.9	63.7	66.5	69.3
Asian	61.8	63.5	65.3	67.0	68.7	70.5	72.2	74.0	75.7	77.4	79.2	80.9
American Indian or Alaska Native	42.6	45.2	47.8	50.4	53.0	55.6	58.3	60.9	63.5	66.1	68.7	71.3
Native Hawaiian or Other Pacific Islander	44.3	46.8	49.4	51.9	54.4	57.0	59.5	62.0	64.6	67.1	69.6	72.2
Two or More Races	41.4	44.1	46.7	49.4	52.1	54.7	57.4	60.0	62.7	65.4	68.0	70.7
English Learners	19.9	23.5	27.2	30.8	34.5	38.1	41.7	45.4	49.0	52.7	56.3	60.0
English Learners plus Monitored	30.1	33.3	36.5	39.6	42.8	46.0	49.2	52.3	55.5	58.7	61.9	65.1
Free/Reduced-Price Meal	38.3	41.1	43.9	46.7	49.5	52.3	55.1	57.9	60.7	63.5	66.3	69.2
Students with Disabilities with IEP	21.4	25.0	28.5	32.1	35.7	39.3	42.8	46.4	50.0	53.6	57.1	60.7

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

WRITING Achievement - Proficient and Distinguished

Middle School

Subgroup	2018-19 Baseline	2019 -20	2020 -21*	2021 -22	2022 -23	2023 -24*	2024 -25	2025 -26	2026 -27*	2027 -28	2028 -29	2029 -30*
All Students	31.9	35.0	38.1	41.2	44.3	47.4	50.5	53.6	56.7	59.8	62.9	66.0
White	34.8	37.8	40.7	43.7	46.7	49.6	52.6	55.5	58.5	61.5	64.4	67.4
African American	14.8	18.7	22.5	26.4	30.3	34.2	38.0	41.9	45.8	49.7	53.5	57.4
Hispanic or Latino	23.5	27.0	30.5	33.9	37.4	40.9	44.4	47.8	51.3	54.8	58.3	61.8
Asian	50.4	52.7	54.9	57.2	59.4	61.7	63.9	66.2	68.4	70.7	72.9	75.2
American Indian or Alaska Native	36.4	39.3	42.2	45.1	48.0	50.9	53.7	56.6	59.5	62.4	65.3	68.2
Native Hawaiian or Other Pacific Islander	22.4	25.9	29.5	33.0	36.5	40.0	43.6	47.1	50.6	54.1	57.7	61.2
Two or More Races	27.9	31.2	34.5	37.7	41.0	44.3	47.6	50.8	54.1	57.4	60.7	64.0
English Learners	6.0	10.3	14.5	18.8	23.1	27.4	31.6	35.9	40.2	44.5	48.7	53.0
English Learners plus Monitored	7.7	11.9	16.1	20.3	24.5	28.7	32.9	37.1	41.3	45.5	49.7	53.9
Free/Reduced -Price Meal	23.9	27.4	30.8	34.3	37.7	41.2	44.7	48.1	51.6	55.0	58.5	62.0
Students with Disabilities with IEP	8.0	12.2	16.4	20.5	24.7	28.9	33.1	37.3	41.5	45.6	49.8	54.0

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

WRITING Achievement - Proficient and Distinguished

High School

Subgroup	2018-19 Baseline	2019 -20	2020 -21*	2021 -22	2022 -23	2023 -24*	2024 -25	2025 -26	2026 -27*	2027 -28	2028 -29	2029 -30*
All Students	50.3	52.6	54.8	57.1	59.3	61.6	63.9	66.1	68.4	70.6	72.9	75.2
White	55.1	57.1	59.2	61.2	63.3	65.3	67.3	69.4	71.4	73.5	75.5	77.6
African American	25.4	28.8	32.2	35.6	39.0	42.4	45.7	49.1	52.5	55.9	59.3	62.7
Hispanic or Latino	33.3	36.3	39.4	42.4	45.4	48.5	51.5	54.5	57.6	60.6	63.6	66.7
Asian	56.6	58.6	60.5	62.5	64.5	66.5	68.4	70.4	72.4	74.4	76.3	78.3
American Indian or Alaska Native	44.4	46.9	49.5	52.0	54.5	57.0	59.6	62.1	64.6	67.1	69.7	72.2
Native Hawaiian or Other Pacific Islander	41.1	43.8	46.5	49.1	51.8	54.5	57.2	59.8	62.5	65.2	67.9	70.6
Two or More Races	45.0	47.5	50.0	52.5	55.0	57.5	60.0	62.5	65.0	67.5	70.0	72.5
English Learners	5.6	9.9	14.2	18.5	22.8	27.1	31.3	35.6	39.9	44.2	48.5	52.8
English Learners plus Monitored	9.4	13.5	17.6	21.8	25.9	30.0	34.1	38.2	42.3	46.5	50.6	54.7
Free/Reduced -Price Meal	40.2	42.9	45.6	48.4	51.1	53.8	56.5	59.2	61.9	64.7	67.4	70.1
Students with Disabilities with IEP	14.1	18.0	21.9	25.8	29.7	33.6	37.5	41.4	45.3	49.2	53.1	57.1

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

SOCIAL STUDIES Achievement - Proficient and Distinguished

Elementary School

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	53.0	55.1	57.3	59.4	61.5	63.7	65.8	68.0	70.1	72.2	74.4	76.5
White	57.9	59.8	61.7	63.6	65.6	67.5	69.4	71.3	73.2	75.1	77.0	79.0
African American	27.4	30.7	34.0	37.3	40.6	43.9	47.2	50.5	53.8	57.1	60.4	63.7
Hispanic or Latino	40.2	42.9	45.6	48.4	51.1	53.8	56.5	59.2	61.9	64.7	67.4	70.1
Asian	66.1	67.6	69.2	70.7	72.3	73.8	75.3	76.9	78.4	80.0	81.5	83.1
American Indian or Alaska Native	41.2	43.9	46.5	49.2	51.9	54.6	57.2	59.9	62.6	65.3	67.9	70.6
Native Hawaiian or Other Pacific Islander	50.6	52.8	55.1	57.3	59.6	61.8	64.1	66.3	68.6	70.8	73.1	75.3
Two or More Races	49.4	51.7	54.0	56.3	58.6	60.9	63.2	65.5	67.8	70.1	72.4	74.7
English Learners	16.6	20.4	24.2	28.0	31.8	35.6	39.3	43.1	46.9	50.7	54.5	58.3
English Learners plus Monitored	28.8	32.0	35.3	38.5	41.7	45.0	48.2	51.5	54.7	57.9	61.2	64.4
Free/Reduced-Price Meal	43.5	46.1	48.6	51.2	53.8	56.3	58.9	61.5	64.0	66.6	69.2	71.8
Students with Disabilities with IEP	28.1	31.4	34.6	37.9	41.2	44.4	47.7	51.0	54.2	57.5	60.8	64.1

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

SOCIAL STUDIES Achievement - Proficient and Distinguished

Middle School

Subgroup	2018-19 Baseline	2019 -20	2020 -21*	2021 -22	2022 -23	2023 -24*	2024 -25	2025 -26	2026 -27*	2027 -28	2028 -29	2029 -30*
All Students	58.8	60.7	62.5	64.4	66.3	68.2	70.0	71.9	73.8	75.7	77.5	79.4
White	63.2	64.9	66.5	68.2	69.9	71.6	73.2	74.9	76.6	78.3	79.9	81.6
African American	33.6	36.6	39.6	42.7	45.7	48.7	51.7	54.7	57.7	60.8	63.8	66.8
Hispanic or Latino	46.5	48.9	51.4	53.8	56.2	58.7	61.1	63.5	66.0	68.4	70.8	73.3
Asian	75.7	76.8	77.9	79.0	80.1	81.2	82.3	83.4	84.5	85.6	86.7	87.9
American Indian or Alaska Native	60.0	61.8	63.6	65.5	67.3	69.1	70.9	72.7	74.5	76.4	78.2	80.0
Native Hawaiian or Other Pacific Islander	40.3	43.0	45.7	48.4	51.2	53.9	56.6	59.3	62.0	64.7	67.4	70.2
Two or More Races	53.1	55.2	57.4	59.5	61.6	63.8	65.9	68.0	70.2	72.3	74.4	76.6
English Learners	11.6	15.6	19.6	23.7	27.7	31.7	35.7	39.7	43.7	47.8	51.8	55.8
English Learners plus Monitored	15.1	19.0	22.8	26.7	30.5	34.4	38.3	42.1	46.0	49.8	53.7	57.6
Free/Reduced -Price Meal	47.8	50.2	52.5	54.9	57.3	59.7	62.0	64.4	66.8	69.2	71.5	73.9
Students with Disabilities with IEP	23.8	27.3	30.7	34.2	37.7	41.1	44.6	48.0	51.5	55.0	58.4	61.9

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

B. Graduation Rates

Long-Term and Interim Goals for Public Reporting

Graduation Rate

4-Year Adjusted Cohort – 50% Reduction to 95% Goal

Subgroup	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
All Students	90.6	90.8	91.0	91.2	91.4	91.6	91.8	92.0	92.2	92.4	92.6	92.8
White	92.1	92.2	92.4	92.5	92.6	92.8	92.9	93.0	93.2	93.3	93.4	93.6
African American	83.2	83.7	84.3	84.8	85.3	85.9	86.4	87.0	87.5	88.0	88.6	89.1
Hispanic or Latino	84.1	84.6	85.1	85.6	86.1	86.6	87.1	87.6	88.1	88.6	89.1	89.6
Asian	94.1	94.1	94.2	94.2	94.3	94.3	94.3	94.4	94.4	94.5	94.5	94.6
American Indian or Alaska Native	93.3	93.4	93.5	93.5	93.6	93.7	93.8	93.8	93.9	94.0	94.1	94.2
Native Hawaiian or Other Pacific Islander	88.1	88.4	88.7	89.0	89.4	89.7	90.0	90.3	90.6	90.9	91.2	91.6
Two or More Races	88.6	88.9	89.2	89.5	89.8	90.1	90.3	90.6	90.9	91.2	91.5	91.8
English Learners	74.3	75.2	76.2	77.1	78.1	79.0	79.9	80.9	81.8	82.8	83.7	84.7
English Learners plus Monitored	78.2	79.0	79.7	80.5	81.3	82.0	82.8	83.5	84.3	85.1	85.8	86.6
Free/Reduced-Price Meal	87.8	88.1	88.5	88.8	89.1	89.4	89.8	90.1	90.4	90.7	91.1	91.4
Students with Disabilities with IEP	75.5	76.4	77.3	78.2	79.0	79.9	80.8	81.7	82.6	83.5	84.4	85.3

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Long-Term and Interim Goals for Public Reporting

Graduation Rate

Extended 5-Year Adjusted Cohort – 50% Reduction to 96% Goal

Subgroup	2018-19 Baseline	2019 -20	2020 -21*	2021 -22	2022 -23	2023 -24*	2024 -25	2025 -26	2026 -27*	2027 -28	2028 -29	2029 -30*
All Students	91.6	91.8	92.0	92.2	92.4	92.6	92.8	93.0	93.2	93.4	93.6	93.8
White	93.0	93.1	93.3	93.4	93.5	93.7	93.8	94.0	94.1	94.2	94.4	94.5
African American	84.8	85.3	85.8	86.3	86.8	87.3	87.9	88.4	88.9	89.4	89.9	90.4
Hispanic or Latino	85.3	85.8	86.3	86.8	87.2	87.7	88.2	88.7	89.2	89.7	90.2	90.7
Asian	94.4	94.5	94.5	94.6	94.7	94.8	94.8	94.9	95.0	95.1	95.1	95.2
American Indian or Alaska Native	88.9	89.2	89.5	89.9	90.2	90.5	90.8	91.2	91.5	91.8	92.1	92.5
Native Hawaiian or Other Pacific Islander	N/A	--	--	--	--	--	--	--	--	--	--	--
Two or More Races	90.2	90.5	90.7	91.0	91.3	91.5	91.8	92.0	92.3	92.6	92.8	93.1
English Learners	72.6	73.7	74.7	75.8	76.9	77.9	79.0	80.0	81.1	82.2	83.2	84.3
English Learners plus Monitored	79.6	80.3	81.1	81.8	82.6	83.3	84.1	84.8	85.6	86.3	87.1	87.8
Free/Reduced -Price Meal	90.6	90.8	91.1	91.3	91.6	91.8	92.1	92.3	92.6	92.8	93.1	93.3
Students with Disabilities with IEP	78.7	79.5	80.3	81.1	81.8	82.6	83.4	84.2	85.0	85.8	86.6	87.4

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

C. Progress in Achieving English Language Proficiency

Long-Term and Interim Goals for Public Reporting

English Language Proficiency

School Level	2018-19 Baseline	2019-20	2020-21*	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30*
Elementary School	16.0	19.8	23.6	27.5	31.3	35.1	38.9	42.7	46.5	50.4	54.2	58.0
Middle School	7.3	11.5	15.7	19.9	24.2	28.4	32.6	36.8	41.0	45.2	49.4	53.7
High School	5.6	9.9	14.2	18.5	22.8	27.1	31.3	35.6	39.9	44.2	48.5	52.8

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded and denoted with an *.

Appendix B: GEPA Assurance Language

GEPA 427

The Kentucky Department of Education (KDE) adheres to Section 427 of the General Education Provisions Act (GEPA). Section 427 of the General Education Provisions Act (GEPA) of 1994 requires that each applicant for funds ensures steps are taken to ensure equitable access to, and participation in, federally-funded projects for program beneficiaries (all students, teachers and others) with special needs. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, age, or disability in employment or the provision of services.

The mission of the KDE is to partner with districts, schools and stakeholders to provide service, support and leadership to ensure success for each and every student. Its core values are equity, achievement, collaboration, and integrity. Thus, the agency will enforce all federal and state laws and regulations requiring equitable access to program beneficiaries and address overcoming barriers to equitable participation. Local school districts will be held accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of all their constituencies.

Steps to ensure equitable access may include, but are not limited to:

- Every educator, paraeducator, school administrator, related service provider, community member, student with disabilities and family enrolled in any proposed professional learning activity will have an equal opportunity to be engaged in the training that is provided by KDE staff.

- The KDE will ensure that the Consolidated State Plan and its activities address inclusion and equitable access to at-risk students, students with disabilities and other diverse learners.
- The KDE will utilize multiple modalities of communication to ensure that diverse stakeholders maintain awareness about the Consolidated State Plan and other activities. All materials and resources disseminated by the KDE to program beneficiaries will be in an accessible format; all facilities that house activities will be fully accessible; and interpreters will be available as requested.
- To effectively and fairly resolve conflicts, the agency will maintain grievance procedures related to equal access for program beneficiaries, employees and/or youth and their families alleging discrimination. These procedures are accessible for use by youth, employees, and the general public.
- The agency offers and will continue to offer its staff access to training opportunities for the purpose of increasing effectiveness in recognizing and correcting biased attitudes.
- The KDE will identify barriers that may exist in state-level programs that impede equitable access or participation on the basis of disability, gender, race, national origin, color or age. Barriers will be identified by convening a state-level task force representing stakeholders from diverse racial, ethnic, gender and disability status.
- The KDE will ensure that the special needs of students, teachers and other program beneficiaries will be addressed to overcome barriers based on gender, racial, ethnic and disability status.

Appendix C: Accountability Steering Committee, Work Group Meetings and Kentucky Board of Education Meetings (Accountability Discussion)

Accountability Steering Committee

Membership

Meetings

June 2, 2016

- **Agenda**
- **Minutes**
- **Committee Meeting Presentation**
- Committee Meeting **Audio, Video**

July 25, 2016

- **Agenda**
- **Meeting Video**
- **Presentation 1**

- **Presentation 2**

August 22, 2016

- **Agenda**
- **Minutes**
- **Meeting Video**
- **Presentation 1**
- **Presentation 2**

September 16, 2016

- **Agenda**
- **Chart Notes from Aug. 22 mtg.**
- **Meeting Video**
- **Presentation 1**

October 12, 2016

- **Agenda**
- **Meeting Video**
- **Accountability Design Statements**
    - Revised Work **Assessment**
    - **College- and Career-Readiness**
    - **Educational Innovations**
    - **Opportunity and Access**
    - **School Improvement**

November 2, 2016

- **Agenda**
- **Accountability Design Recommendations**

January 9-10, 2017

- **Agenda**

March 31, 2017

- **Agenda**

Work Group Kickoff

July 14, 2016

For the kickoff meeting, all workgroups came together on July 14, 2016 in Elizabethtown. The day was split between a morning overview session for all groups and individual group meetings in the afternoon.

- **Common Agenda**

Assessment Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 4, 2016

- **Agenda**
- **Meeting Summary**

August 18, 2016

- **Agenda**
- **Meeting Summary**

September 1, 2016

- **Agenda**
- **Meeting Summary**

September 15, 2016

- **Agenda**
- **Meeting Summary**

College and Career Readiness Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 16, 2016

- **Agenda**
- **Meeting Summary**

August 26, 2016

- **Agenda**

September 22, 2016

- **Agenda**

October 14, 2016

- **Agenda**

Competency-Based Assessment Pilot

Membership

Meetings

March 28, 2017

- **Agenda**
- **Meeting Summary**

Consequential Review

Membership

Meetings

November 1, 2016

- **Agenda**

January 6, 2017

- **Agenda**

March 27, 201

- **Agenda**

June 6, 2017

- **Agenda**

July 14, 2017

- **Agenda**

Educational Innovations Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 16, 2016

- **Agenda**
- **Meeting Summary**

September 6, 2016

- **Agenda**
- **Meeting Summary**

September 20, 2016

- **Agenda**
- **Meeting Summary**

September 26, 2016

- **Agenda**

Opportunity and Access Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 4, 2016

- **Agenda**
- **Meeting Summary**

August 18, 2016

- **Agenda**
- **Meeting Summary**

September 8, 2016

- **Agenda**
- **Meeting Summary**

Regulatory Review

Membership

Meetings

November 15, 2016

- **Agenda**

January 6, 2017

- **Agenda**

April 11, 2017

- **Agenda**

June 6, 2017

- **Agenda**

July 14, 2017

- **Agenda**

School Improvement Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 24, 2016

- **Agenda**
- **Meeting Summary**

September 8, 2016

- **Agenda**
- **Meeting Summary**

November 17, 2016

- **Agenda**

Systems Integration Work Group

Membership

Meetings

August 23, 2016

- **Agenda**

October 4, 2016

- **Agenda**
- **Systems Integration Worksheet**
- Work Group Recommendations
  - **Assessment**
  - **College- and Career-Readiness**
  - **Educational Innovations**
  - **Opportunity and Access**
  - **School Improvement**

October 11, 2016

- **Agenda**
- Revised Work Group Recommendations
  - **Assessment**
  - **College- and Career-Readiness**
  - **Educational Innovations**
  - **Opportunity and Access**
  - **School Improvement**

October 31, 2016

- **Agenda**

November 16, 2016

- **Agenda**

November 30 - December 1, 2016

- **Agenda**

Kentucky Board of Education Meetings (Accountability Discussion)

April 13, 2016

June 8, 2016

August 3, 2016

October 5, 2016 (Commissioner's Report)

December 7, 2016

February 7, 2017

April 11, 2017

June 7, 2017

August 2, 2017

August 23, 2017