

## **IMPROVEMENTS MADE BY KENTUCKY TO ITS ESEA FLEXIBILITY REQUEST**

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Based on feedback from peer reviewers and U.S. Department of Education staff, Kentucky made the following changes to its original request in order to meet the principles of ESEA flexibility.

### **PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS**

- Kentucky described in more detail its plans to ensure that students with disabilities and English Learners have access to rigorous content aligned with college- and career-ready standards, including how the State will work with all teachers to help them support these students. For example, Kentucky is partnering with the University of Louisville to provide professional development to teachers of English Learners (both general education and language instruction teachers) and using literacy specialists in the State’s special education cooperatives to support all teachers of students with disabilities.

### **PRINCIPLE 2: STATE-DEVELOPED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY AND SUPPORT**

- Kentucky significantly strengthened how it will hold high schools accountable for improving graduation rates. Along with including graduation rates as part of its index for measuring school performance, Kentucky now will require all high schools to meet graduation rate targets. In addition, it will expect low-performing high schools to maintain a 70 percent graduation rate for two years before exiting priority or focus status.
- Kentucky provided information to show the rigor of its student growth targets and has committed to reviewing and revising these targets based on data.
- Kentucky strengthened accountability for students with disabilities and English Learners by providing specific plans to support these populations in all schools.
- Kentucky will require the 33 percent of schools that it has identified as focus schools to improve the performance of the particular subgroup of students that caused their identification in order to exit focus status.

### **PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP**

- Kentucky clarified that it is including special education teachers and teachers of English Learners in the field testing of its teacher evaluation and support system.