
KENTUCKY ESEA FLEXIBILITY REQUEST

FINAL SUBMISSION JANUARY 19, 2012

Revised September 28, 2011

This document replaces the previous version, issued September 23, 2011.

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

TABLE OF CONTENTS FOR WAIVER REQUEST

CONTENTS	PAGE
Cover Sheet for ESEA Flexibility Request	4
Waivers	5
Assurances	7
Consultation	9
Evaluation	15
Overview of SEA’s ESEA Flexibility Request	15
Principle 1: College- and Career-Ready Expectations for All Students	19
1.A Adopt college- and career-ready standards	19
1.B Transition to college- and career-ready standards	20
1.C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	33
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	34
2.A Develop and implement a State-based system of differentiated recognition, accountability, and support	34
2.B Set ambitious but achievable annual measurable objectives	52
2.C Reward schools	64
2.D Priority schools	68
2.E Focus schools	75
2.F Provide incentives and supports for other Title I schools	83
2.G Build SEA, LEA, and school capacity to improve student learning	85
Principle 3: Supporting Effective Instruction and Leadership	91
3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems	91
3.B Ensure LEAs implement teacher and principal evaluation and support systems	103


APPENDIX TABLE OF CONTENTS

Note: The Appendix is a separate document.

KENTUCKY APPENDIX DOCUMENT		APPENDIX
LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs of opportunity to comment on waiver request	1
2	Comments on request received from LEAs	6
3	Notice and information provided to the public regarding the request	30
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	35
5	MOU signed by presidents of all Kentucky colleges and universities and State regulation from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level	36
7	Timeline of when the SEA will submit the assessments and academic achievement standards to the U.S. Department of Education for peer review	74
8	A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups	79
9	Table 2: Reward, Priority, and Focus Schools	80
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	N/A
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	N/A
12	16 letters of support for Kentucky’s ESEA waiver request from the state’s educational cooperatives and education stakeholder organizations	108
13	Goals and Guiding Principles for Accountability in Kentucky’s Public Education System	124
14	Unbridled Learning Accountability Model White Paper	129
15	Outreach Efforts on the New Accountability Model and Request for ESEA Wavier	144
16	Kentucky Department of Education Strategic Deployment Plans	154
17	Kentucky Department of Education College and Career Readiness Delivery Plan, October 2011	163
18	Three-year Kentucky Leadership Networks Action Plan 2010-13	200
19	Kentucky Leadership Networks Curriculum 2010-11 and 2011-12	201
20	703 KAR 5:200, Next Generation Learners	205
21	703 KAR 5:230, Next Generation Instructional Programs and Support	213
22	Stakeholder Feedback and Responses on the Teacher and Principal Evaluation System	219
23	Teacher and Principal Effectiveness Frameworks	223

24	Selection Criteria for Participation in the Pilot and Field Test Phases of the Teacher and Principal Evaluation System	265
25	Detailed Project Plan for the Professional Growth and Evaluation System	266
26	State's Race to the Top Assessment Memorandums of Understanding (MOU)	274
27	2011-12 Action Plan for the Special Education Literacy Consultants	302
28	PD 360 Learning Options	307
29	Achievement Gap Delivery Plan	317
30	Proficiency Delivery Plan	324

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Kentucky Department of Education	Requester's Mailing Address: 500 Mero Street, 1 st Floor, Capital Plaza Tower, Frankfort, KY 40601
State Contact for the ESEA Flexibility Request:	
Name: Mary Ann Miller	
Position and Office: Policy Advisor, Office of the Commissioner	
Contact's Mailing Address: Kentucky Department of Education, 500 Mero Street, 1 st Floor, Capital Plaza Tower, Frankfort, KY 40601	
Telephone: (502) 564-3141	
Fax: (502) 564- 5680	
Email address: maryann.miller@education.ky.gov	
Chief State School Officer (Printed Name): Terry Holliday	Telephone: (502) 564-3141
Signature of the Chief State School Officer:  X _____	Date: 1/19/12
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to

reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Guidance Question: Did the SEA meaningfully engage and solicit input on its request from teachers and their representatives?

Kentucky’s Senate Bill 1 (SB 1), passed in the 2009 session of the General Assembly, mandated that a new assessment and accountability system be developed and implemented for the 2011-12 school year. This piece of legislation, which passed without opposition, was the result of months of collaboration between legislators, educators, state officials, partners and constituents. The Kentucky Department of Education (KDE) began communicating about its plans and work for this new system within weeks after the bill was signed into law. The following is a summary of the wide-ranging communication efforts on Kentucky’s new assessment and accountability system, Unbridled Learning, College- and Career-Ready for All, which clearly illustrates that teachers and their representatives were consulted as the new system was developed.

In May 2009, the Kentucky Board of Education had its first public discussions of the required new system. Throughout the summer of 2009, the board worked to revise state regulations related to assessment and accountability, and as part of that process, gathered input from teachers through public hearings, face-to-face communications, e-mail and other methods. Updates also were provided to the agency’s advisory groups, specifically the **Teachers Advisory Council**, the membership of which is comprised of a diverse group from school districts across the state.

Another group consulted during this process was the **School Curriculum, Assessment and Accountability Council (SCAAC)**, a statutorily required advisory group, which includes **teacher representatives** in its membership. The **Kentucky Education Association** also provided input on a regular basis, and a representative of that association attends each Kentucky Board of Education meeting. Additionally, the state’s National Technical Advisory Panel on Assessment and Accountability (NTAPAA), a panel of psychometric experts, regularly provided advice as the model was developed.

In December 2010, the Kentucky Board of Education adopted a document entitled *Goals and Guiding Principles for Accountability in Kentucky’s Public Education System*. This document provided an overview of the next generation of assessment and accountability, serving as a foundation piece on which decisions were to be made regarding the new public school accountability model required by SB 1. The *Goals and Guiding Principles* document appears as Attachment 13 on page 124 of the Appendix.

The first version of a proposed school/district accountability model was developed in December 2010 and shared with the Kentucky Board of Education, partners, teachers, administrators and the general public in the form of a white paper. **From its inception to the present, the white paper describing the model has undergone 17 revisions and thus represents all of the changes that have been made to the model due to extensive input from teachers, principals, superintendents, advisory councils, legislators, partners, education advocacy groups and the public.** The model is based on the Council of Chief State School Officers' (CCSSO's) guiding principles for next-generation accountability systems as follows:

- alignment of performance goals to college- and career-ready standards
- annual determinations for each school and district
- focus on student outcomes
- continued commitment to disaggregation
- reporting of timely, actionable and accessible data
- deeper diagnostic reviews
- building school and district capacity
- targeting the lowest-performing schools
- innovation, evaluation and continuous improvement

The most recent version of the white paper describing Kentucky's accountability model, titled "Unbridled Learning Accountability Model," appears as Attachment 14 on page 129 of the Appendix.

KDE also worked closely with the Council on Postsecondary Education (CPE), which represents and oversees the state's college and university system, and the Education Professional Standards Board (EPSB), which oversees educator certification. Since Senate Bill 1 mandates specific deliverables and actions from all three agencies, and because of Kentucky's heightened focus on college/career readiness and teacher preparation, the collaboration between KDE, CPE and EPSB is a natural fit.

In November 2009, the U.S. Department of Education announced guidelines for the federal Race to the Top competition. Kentucky immediately began work on its application for those funds, using the work related to SB 1 and the proposed accountability model as the core. KDE's Race to the Top application process included securing signatures from local school board chairs, superintendents and **teacher organizations** to support the state's application. Signatures were received from all 174 school districts and included **representatives of the Kentucky Education Association and local teachers' unions**. Also, KDE initiated a **survey of teachers and administrators** in October 2009 to get their input on the state's vision and plans for public education specific to the Race to the Top application.

Kentucky Education Commissioner Terry Holliday appointed a **teacher effectiveness steering committee** to follow up from the state's Race to the Top application. This group was comprised of **teachers, principals, superintendents and other key stakeholders**, and its efforts led directly to the Teacher and Principal Effectiveness Frameworks (Attachment 23 on page 223 of the Appendix) with multiple measures that comprise Kentucky's Professional Growth and Effectiveness System.

The Race to the Top application also formed the core of the agency's Unbridled Learning initiative, which serves as an umbrella for the next generation of teaching, learning, assessment and accountability. KDE's strategic planning process became focused on the deliverables in SB 1 and the Race to the Top application, with the ultimate goals of college/career readiness for all students and improving the quality of leadership, instruction and student learning.

In the fall of 2009 and winter of 2009-10, KDE convened **workgroups of teachers** across the state to review the draft standards, provide feedback and suggest improvements. The groups also compared the state's current academic standards to the new Common Core Standards to help in the development of "crosswalks" between the two sets of standards. Kentucky's adoption of the Common Core Academic Standards in February 2010 began a process in which teachers were heavily involved in the design and implementation of curriculum and training materials. Since SB 1 also mandated new academic standards, and the new assessment and accountability system is directly tied to those standards, teachers' input was crucial in this work.

Professional learning communities (PLCs), **groups of practitioners** that meet and continuously connect regarding specific areas of education practice, were and continue to be a key component in Kentucky's standards, assessment and accountability work. The PLCs provide a means by which teachers, administrators and other professionals come together to learn, share, critique and process new information within a supportive, district/school-created community.

The state's regional **Leadership Networks** also played and continue to play a key role in the work around standards, assessment and accountability. These networks are intended to build the capacity of each school district as they implement Kentucky's new Core Academic Standards, develop assessment literacy among all teachers and work toward ensuring that every student is college- and career- ready.

For a complete listing of how teachers and their representatives, as well as other education constituents, were involved in the development of Kentucky's assessment and accountability system and waiver request, go to Attachment 15 on page 144 of the Appendix.

From its inception in December 2010, the proposed accountability model was revised based on feedback from teachers individually and as members of groups such as the School Curriculum, Assessment and Accountability Council and the Leadership Networks. **Specific changes suggested by teachers occurred to the subject-area tests, end-of-course exams, Program Reviews and teacher/leader effectiveness portions of the model.**

The Teacher and Principal Effectiveness Steering Committees, whose members include teachers, college and university representatives, parents, principals and superintendents from volunteer districts and also represent the Kentucky Association of School Administrators (KASA), Kentucky School Boards Association (KSBA), Kentucky Education Association (KEA), Jefferson County Teachers Association (JCTA), Council on Postsecondary Education (CPE) and Education Professional Standards Board (EPSB), were convened and met throughout 2011 to design the teacher/leader evaluation system. **These groups identified the characteristics of good teaching and leadership practice, and their work is ongoing in order to determine the**

final details of the teacher/leader evaluation system.

The draft waiver request and the Appendix, with information on how to provide input, were posted in the Unbridled Learning section of the Kentucky Department of Education website on October 28, 2011. The availability of the documents for review was communicated via e-mail and news release to the **State Committee of Practitioners, superintendents, local boards of education, principals, teachers, school staff, parents, legislators, education partners and the general public.**

Documentation of the official notice of the waiver request and opportunity to comment on it to LEAs can be found in Attachment 1 on page 1 of the Appendix. Comments received from educators and others can be found in Attachment 2 on page 6 of the Appendix. Notice of the waiver request and the opportunity to comment for the public can be found in Attachment 3 on page 30 of the Appendix.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Guidance Question: Did the SEA meaningfully engage and solicit input on its request from other diverse communities?

The Kentucky Department of Education (KDE) has engaged in deliberate outreach efforts to reach all of its “customers” and audiences about the need to focus on the commitment to college and career readiness, the new assessment and accountability system and the waiver request.

In February 2011, Commissioner Holliday issued a call to **public school district superintendents and local board of education chairs** to sign a pledge to improve college and career readiness in their high schools. Holliday sent letters to superintendents and board of education chairs, asking them to pledge to increase the rates of college and career readiness in their high schools by 50 percent by 2015. The “Commonwealth Commitment to College and Career Readiness” pledge includes a goal statement designed to be tailored to each school district. This pledge mirrors the requirements of SB 1 related to the reduction of the need for remediation of high school graduates entering college. **Pledges were received from all of the state’s school districts.**

On October 6, 2011, the **Commissioner’s Raising Achievement/Closing Gaps Council (CRACGC)** met, and the meeting agenda featured a review of the new accountability system and recently-released test score data. The group looked at the impact of the prior accountability system on identifying and closing achievement gaps, then discussed the implications of the new accountability system and the waiver proposal.

Other outreach activities offering input into the development of Kentucky's new assessment and accountability system and the waiver include:

- presentations at meetings of **Kentucky’s eight regional educational cooperatives**, each

composed of local school district superintendents

- articles and informational items in KDE's publication *Kentucky Teacher*, which is designed as a professional development tool for **teachers**
- webcasts for **teachers and administrators** that provide opportunities for real-time input
- frequent e-mail messages to **educators, partners, legislators, media representatives and others** focused on the building of the new system
- **blog postings** related to NCLB, assessment, accountability and other related items
- **news articles and editorials** about the new assessment and accountability system

For a complete listing of outreach efforts, see Attachment 15, page 144 of the Appendix.

Additionally, **letters of support for Kentucky's ESEA waiver request** were received from 16 education groups from across the state including **six educational cooperatives (representing superintendents)**, **Kentucky Association of School Administrators**, **Kentucky Association of School Superintendents**, **Kentucky Education Association (statewide teachers' organization)**, **Jefferson County Teachers Association** (union representing teachers in Kentucky's largest district), **Education Professional Standards Board** (board overseeing teacher certification), **Council on Postsecondary Education** (agency overseeing higher education), **Kentucky Association of School Councils**, **Kentucky School Boards Association**, **Kentucky Association of Professional Educators** and **Prichard Committee for Academic Excellence**. See Attachment 12, page 108 in the Appendix for these letters of support.

The agency continues to offer outreach opportunities related to assessment, accountability and standards, with **webcasts** held on October 19 and targeting several of the **commissioner of education's advisory groups (superintendents, State Committee of Practitioners, closing achievement gap, parents, special education and gifted)**, a **formal survey of advisory groups** to gather input on the state's request for NCLB flexibility, a **meeting with superintendents** in late October, a November 8 **WebEx** with the **National Technical Advisory Panel on Assessment and Accountability (NTAPAA)** and a meeting with the **Teachers Advisory Council** in early November to put the final touches on the request.

In late October, the commissioner of education also announced the formation of a Student Advisory Council, the membership of which will include students in grades 10-12, with geographic, ethnic and economic representation. The initial group of students will serve through the end of the 2011-12 school year and participate in face-to-face and virtual meetings to share, provide feedback, make suggestions for potential improvement in their schools and statewide, and to give a "student voice" to the Unbridled Learning work.

Input from diverse stakeholders was used to make changes to the proposed accountability model and waiver request as follows:

- School Curriculum, Assessment and Accountability Council (SCAAC) -- provided input on end-of-course assessments counting as part of students' final grades; an overall score for accountability purposes; more measures for career readiness; adding a designation for schools/districts making progress within categories; and removing the "A-F" classifications for school/district overall scores.
- Principals Advisory Council (PrAC) – recommended awarding extra points for students

scoring at the highest levels; more measures for career readiness; and removal of the “A-F” designations for school performance.

- Local Superintendents Advisory Council (LSAC) – provided suggestions on weights for components of the accountability model; definition of “full academic year;” a tiered system of supports for rewards and consequences; and removal of the “A-F” designations for school performance.
- Kentucky Association of Assessment Coordinators (KAAC) – submitted recommendations on definition of “full academic year.”
- Educational cooperatives – recommended removing the “A-F” classifications for school/district overall scores.
- Kentucky Association for Career and Technical Education (KACTE) -- presented several recommendations related to college/career readiness calculations, including criteria and bonus points if a student scores both college- and career-ready.
- Superintendents Advisory Council – suggested the addition of the “Progressing” category to the model for schools that meet their annual AYP/AMO goal and affected the proposal for locking the goal lines for five years and then resetting them in order to promote continuous improvement.
- Kentucky’s Technical Advisory Committee (TAC), called the National Technical Advisory Panel on Assessment and Accountability (NTAPAA) – provided feedback on the Annual Measurable Objectives (AMO).

In November 2011, additional outreach efforts occurred that highlight the department’s strategies to gather input from stakeholder groups focused on improving learning outcomes for students with disabilities. Kentucky Department of Education (KDE) staff presented to the State Advisory Panel for Exceptional Children (membership can be found at the following link: <http://www.education.ky.gov/NR/rdonlyres/C7D5E813-D11F-4C75-AB54-1C61C112A2DC/0/SAPECMembershipListJuly2011.pdf>) and to staff of the state’s Special Education Cooperatives. Both groups were able to (and continue to) provide feedback on the strategies KDE intends to employ related to closing achievement gaps and federal Office of Special Education Programs expectations. During this same timeframe, KDE staff presented several sessions at the state’s Council for Exceptional Children’s Conference related to the waiver request. Over 1,100 special educators, district and building level administrators, and parents attended this conference and were given opportunities to share input on the waiver request.

As a part of Kentucky’s outreach efforts to parents, especially of students with disabilities, KDE has turned to the leadership of the Kentucky Special Parent Involvement Network (KY-SPIN) whose website can be found at <http://www.kyspin.com>. KY-SPIN, Inc. This network is funded by the U.S. Department of Education and provides statewide training, information and support to people with all types of disabilities, their parents and families, and professionals for all age groups. Kentucky’s ESEA waiver flexibility proposal and webcasts hosted by Commissioner Terry Holliday have been posted on their website with a survey to capture feedback based on how well the waiver addresses the following considerations:

1. Improve outcomes for students with disabilities by ensuring that all students reach proficiency and graduate from high school ready for college and careers;
2. Recommend interventions for districts/schools to implement when working with students

with disabilities;

3. Focus professional development for all educators on improving student learning outcomes, specifically for students with disabilities.

As this feedback is captured, KDE is committed to including this information as a part of the flexibility implementation process.

Similarly, all directors of English language learners across the state will be provided an opportunity to submit feedback and will have a survey targeting the learning needs and outcomes for English Language Learners. KDE has also partnered with the Kentucky Teachers of English to Speakers of Other Languages to post the waiver and solicit feedback. These key partnerships will present additional opportunities for KDE to engage all stakeholders in improving learning outcomes for ALL students.

The draft waiver request and the Appendix along with information on how to provide input and feedback was posted in the Unbridled Learning section of the Kentucky Department of Education’s website on October 28, 2011. The availability of the documents for review was communicated via e-mail and news release to the State Committee of Practitioners, superintendents, local boards of education, principals, teachers, school staff, parents, legislators, education partners and the general public.

Documentation of the official notice of the waiver request and opportunity to comment on it to LEAs can be found in Attachment 1 on page 1 of the Appendix. Comments received from educators and others can be found in Attachment 2 on page 6 of the Appendix. Notice of the waiver request and the opportunity to comment for the public can be found in Attachment 3 on page 30 of the Appendix.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and

-
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Guidance Questions:

- ***Did the SEA provide an overview of the SEA's vision to increase the quality of instruction and improve student achievement?***
- ***Does the SEA's overview sufficiently explain the SEA's comprehensive approach to implementing the waivers and principles and describe the SEA's strategy for ensuring that this approach is coherent within and across the principles?***
- ***Does the SEA's overview describe how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement?***

Kentucky's Comprehensive Reform Agenda: College and Career Readiness for ALL

Currently, the Commonwealth has 50,000 children in 8th grade, and if nothing changes, only 17,000 of these children will graduate college- and career-ready from high school. In 2009, Governor Steve Beshear signed key legislation that significantly impacted education across the Commonwealth. This bi-partisan legislation known as Senate Bill 1 (SB1) called for an overhaul of many of the components in the state's previous reform efforts and established a unified focus on college and career readiness. Specifically, the legislation charged the Kentucky Board of Education (KBE) and Kentucky Department of Education (KDE), Council on Postsecondary Education (CPE) and Education Professional Standards Board (EPSB) to:

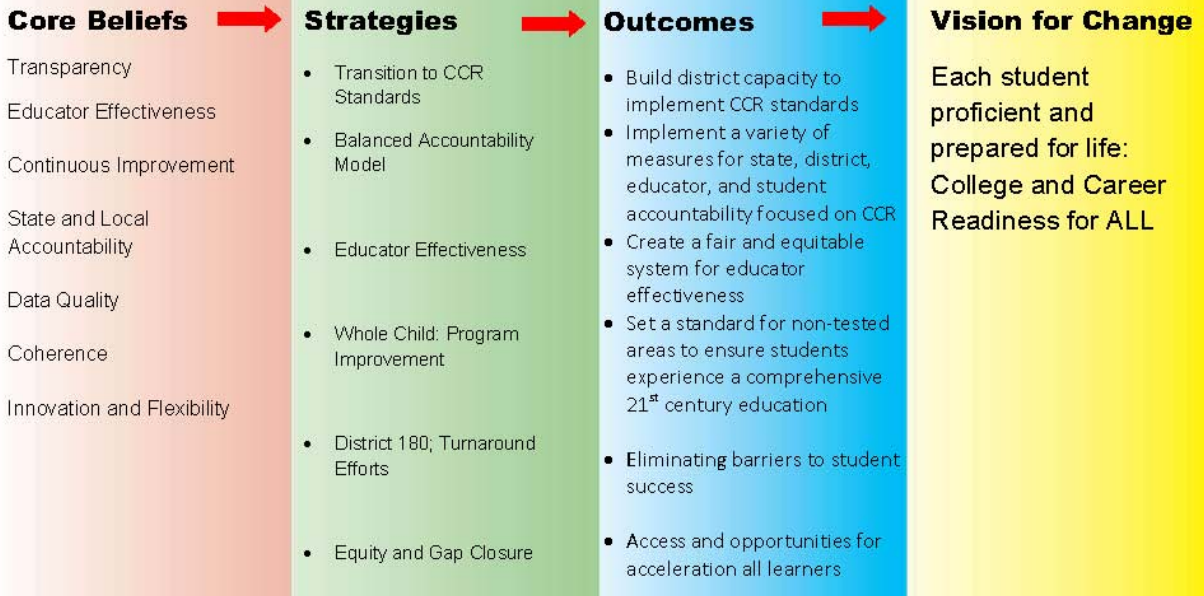
- reduce the state's college remediation rates of recent high school graduates by at least 50 percent by 2014 from the rates in 2010
- increase the college completion rates of students enrolled in one or more remedial college classes by 3 percent annually from 2009 to 2014

The **vision** of this legislation is directly aligned to the principles of the ESEA flexibility waiver request. Over the past two years, Kentucky has been implementing a comprehensive agenda to transform education across the state. Overall, Kentucky's reform is predicated on key values to ensure:

- **transparency**
- **educator effectiveness**
- **continuous improvement**
- **state and local accountability**
- **data quality**
- **coherence**
- **innovation and equity**

This agenda, now known as Unbridled Learning: College- and Career-Ready for All, is captured in the graphic below that outlines Kentucky's theory of change.

Theory of Change



Driving Assumption: Increased Effective Teaching will Improve Student Learning Outcomes

KDE’s delivery and project management plans guide the KBE strategic plan to ensure successful implementation for improved learning outcomes. These plans specifically outline key milestones, activities, timelines, parties responsible, evidence for progress, goal trajectories, resources and potential obstacles. KBE’s annual strategic planning process will allow the state an opportunity to evaluate and make adjustments according to the state’s overall progress in meeting the goals aligned to the principles in this waiver. Specifically, this process will require all stakeholders to reflect on strategies to determine areas of improvement.

For information about deployment of KDE’s Unbridled Learning Strategic Plan, see Attachment 16 on page 154 of the Appendix.

Unbridled Learning keeps the best of No Child Left Behind (NCLB) – the focus on closing achievement gaps and moving students to proficiency – but it also puts intense emphasis on college/career-ready goals, provides a more balanced approach and offers annual growth expectations at the student, classroom, grade, school, district and state levels, along with comparisons to national and international metrics.

The Unbridled Learning initiative addresses all three principles of the waiver request:

- Principle 1: College- and Career-Ready Expectations for All Students
- Principle 2: State-Developed Differentiated Recognition, Accountability and Support

- Principle 3: Supporting Effective Instruction and Leadership

ESEA Flexibility and Waiver Request/Support

The ESEA flexibility waiver request offers states an important opportunity to leverage bold shifts in policy, practice and accountability. The flexibility in implementing Kentucky's plan is woven throughout this request in order to present a coherent approach to implementing the waiver principles.

Kentucky has surveyed various stakeholder groups, and the most critical aspect of the waiver relevant to them is the ability to participate in a **single, statewide accountability model**. Kentucky's statewide accountability system is established to make **annual determinations** based on a balance of components – college- and career-ready students; teacher and leader effectiveness based on learning outcomes; and an evaluation of instructional programs that support the learning of the whole child (non-tested areas). Transitioning to the Common Core Standards presented the impetus for the design and implementation of a new model. This model moves beyond many tenets of No Child Left Behind, but maintains a focus on proficiency, increasing the quality of instruction and improved outcomes for diverse populations. Each component of the accountability model is further explained in section 2A.

Kentucky's model uses data from achievement, gap closing, individual student growth, college/career readiness, graduation rates, Program reviews and teacher/leader evaluations to provide a broad view of teacher and leader effectiveness and to create an incentive to work on whole school reform. College and career readiness for all students is the primary goal; however, addressing individual gap groups through various methods, including a student gap group score for each school that prevents masking of achievements gaps and annual targets for subgroups through delivery plans that will be publically reported. This data will also be included in district and school report cards. The model is quite innovative and assists in communicating expectations for all learners moving toward college and career readiness goals. This shift captures the attention of more Kentucky schools by advancing a focus on equity and the continuous improvement for the performance of diverse populations. In the former federal and state accountability models, districts/schools had competing goals. If this waiver is approved, Kentucky's new model will unify goals and expectations for the state's 174 districts and more than 1,200 schools.

Establishing a model based on results but driven by a process of continuous improvement will allow variation in the support and interventions implemented by KDE's Office of District 180. The waiver will guarantee flexibility in the use of federal funds to strengthen the support across a portfolio of schools, including Reward, Priority and Focus Schools. Deeper diagnostic reviews of the state's most struggling districts/schools will ensure interventions are targeted and that assistance is coordinated to yield high results in local turnaround efforts. Leveraging the flexibility in this waiver request will present greater opportunities for interventions related to use of time, staffing and other resources to improve student learning outcomes, especially for those who have traditionally underperformed. KDE will be able to make informed data-driven decisions, monitor and track improvement, and build district/school capacity through the opportunities for flexibility in this waiver.

However, improved student learning outcomes are based on making sure each child is taught by an effective teacher and that all teachers have the support of effective leaders. This waiver request calls for strategies that will dramatically improve education outcomes for all learners. The variable that has the greatest impact on student learning outcomes is the teacher; therefore, ensuring that each child is taught by an effective teacher is critical to Kentucky's college- and career-readiness agenda. Better student learning outcomes are dependent upon having more effective teachers determined by multiple measures within a fair and equitable evaluation system. Additionally, teachers need to be supported by effective leaders within local systems in order to guarantee all children reach college- and career-ready goals.

KDE, in partnership with various stakeholder groups (as referenced in section 3A), has worked in a deliberate fashion over the past two years to develop a professional growth and evaluation system. The thinking underlying the design of this system abandons a traditional approach to teacher and principal evaluations and creates a new paradigm that is robust and includes multiple measures for determining effectiveness.

Specifically, Kentucky's design will present guidelines to focus on gathering data from rigorous classroom observations, student and parent feedback, a working conditions survey (Teaching, Empowering, Leading, and Learning Kentucky – TELL Kentucky), and pedagogical and content knowledge data from educators. While the nation embarks on a serious transition to new professional growth and evaluation systems, Kentucky is moving slowly and deliberately, to garner the support necessary to make these fundamental shifts. The inclusion of higher education, community and business stakeholders, Kentucky's local teachers' unions and statewide teachers' association, and district and school leaders has been crucial to successfully moving forward. The journey and results to date are aligned to Principle 3 of this waiver request. The waiver will allow the state to leverage the types of shifts that need to occur to create incentives for districts and schools to engage leaders in a process of re-evaluating how systems recruit, distribute and retain effective teachers and leaders.

The plan outlined above presents a reform agenda based upon the state's courage to implement innovative options to ensure all students are college- and career-ready; commitment to flexibility and accountability for continuous improvement; and capacity to lead the nation in bold strategies for the state's next generation of a reform agenda. A new reform agenda must occur to bring back economic prosperity within the Commonwealth and begins with the bold initiative of Unbridled Learning: College- and Career-Ready for All.

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

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4) See Appendix, page 35.</p> <p>Kentucky also has an MOU signed by presidents of all Kentucky colleges and universities and a State regulation from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level and has included these as Attachment 5, page 36 of the Appendix.</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process.</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level.</p>
---	---

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Guidance Questions:

- ***Is the SEA’s plan to transition to and implement college- and career-ready standards statewide in at least reading/language arts and mathematics no later than the 2013-2014 school year realistic, of high quality, and likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards?***
- ***Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State’s college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or***

more of the listed strategies?

Overview of Transition to College- and Career-Ready Standards

State legislation, known as Senate Bill 1 (2009), served as the catalyst for Kentucky's shift to college- and career-ready standards and assessments. In February 2010, Kentucky became the first state to adopt the Common Core Standards (CCS). The state's role in transitioning to the CCS has been pivotal to implementing a new reform agenda in the state. The systemic approach to transitioning and implementation began with a focus on building district/school capacity through a system of Leadership Networks. Standards alone cannot change instructional practices; therefore, in the past year, the Kentucky Department of Education (KDE) has focused on identifying strategies to ensure course and assessment alignment with the CCS. KDE's College and Career Readiness Delivery Plan provides an example of the state's efforts to scale acceleration strategies (e.g., Advanced Placement and Dual Credit options) and providing targeted interventions (e.g., Senior Year Transitional Courses and Early College designs) to ensure more students graduate college- and career-ready.

The video *All Eyes on Kentucky*, produced by the School Improvement Network, presents the case for why Kentucky is fully committed to transitioning to the Common Core Standards and can be accessed at <http://www.youtube.com/watch?v=VW0ZMamnQV4>.

Kentucky's new assessment system is based on a coherent, rigorous system of assessments aligned with college and career standards. The ***new assessment system, which will begin in the 2011-12 school year, uses the ACT as the capstone high school assessment to determine college and career readiness.*** The new testing system is linked from Grade 3 to Grade 12 and locked onto college readiness standards. Students taking the tests from Grade 3 to 12 will know if they are on the path toward college and career readiness as defined by all of the public universities in Kentucky.

Detailed Narrative on Transitioning to College- and Career-Ready Standards

As the first state to fully adopt the Common Core Standards (CCS) in English/language arts and mathematics, Kentucky took a significant step forward in solidifying a focus on ensuring all children are college- and career-ready and prepared for life. The attached resolution, "Resolution Supporting the Adoption and Integration of the Kentucky Core Academic Standards Across Kentucky's Education System By the Kentucky Board of Education, Council on Postsecondary Education and the Education Professional Standards Board Commonwealth of Kentucky" (Attachment 4 on page 35 of the Appendix), represents the culminating event and public commitment, on behalf of three state-level boards, to implement the CCS and shape the next generation of teaching and learning focused and aligned to the national emphasis on ensuring more students graduate college- and career-ready. The state regulation that put the CCS into law, 704 KAR 3:303, Required core academic standards, was initially adopted by the Kentucky Board of Education in February 2010 and can be found at <http://www.lrc.ky.gov/kar/704/003/303.htm>. Incorporated by reference within the regulation are the actual CCS for English/language arts found at: http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_ELA.pdf and the

standards for mathematics found

at http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_MATHEMATICS.pdf.

The implementation of the Common Core Standards presents an opportunity for Kentucky educators to prepare students with content that is more focused and coherent and demands a deeper level of learning. The greatest potential in transforming education in the Commonwealth is present in the CCS and has shifted teachers' expectations and instructional approaches to teaching and learning. These standards outline the specific expectations for P-12 but also bring about agreement with postsecondary, creating a seamless approach to learning P-20.

Kentucky's College and Career Readiness Delivery Plan (Attachment 17 on page 163 of the Appendix) was created in collaboration with higher education and specifies the strategies for increasing the number of students that are college- and career-ready. The Kentucky Department of Education and Council on Postsecondary Education (CPE) have articulated a strong emphasis on increasing the innovative pathways for students as options for acceleration and intervention supports. This also includes a focus on expanding Advanced Placement and dual credit opportunities with increased rigor and STEM (science, technology, engineering and mathematics) coursework aligned to college- and career-ready expectations.

Kentucky's approach to developing a comprehensive and unified plan for college and career readiness and the transition and implementation of the CCS was started by a challenge Commissioner of Education Terry Holliday made to each school district to sign a Commonwealth Commitment to reaching goals of more students graduating college- and career-ready, as explained on page 12 of this waiver request.

Putting this commitment into operation meant the Kentucky Department of Education would need to play a new and different role in providing support to district leadership teams. Kentucky's model is one that mirrored the process used by the Council of Chief State School Officers (CCSSO) and National Governors' Association (NGA). These organizations modeled a strategy that brought state leaders and key stakeholders together to own their roles and define their responsibilities in contributing to a new model for implementation of standards. Kentucky replicated this process through a partnership with higher education, businesses, parent and professional organizations, and the P-12 community. **The theory of action driving this model for implementation is based on the need to have highly effective teachers facilitating learning for every student in every classroom across the Commonwealth.** Deep learning, guiding the implementation of the new standards for Kentucky educators, is based on building capacity at the local level. Standards alone will not lead to college- and career-ready students, but the implementation of the standards and interactions among the student, teacher and content will lead to students being better prepared for the future. Kentucky's three-year action plan for transition and implementation of the CCS, found as Attachment 18 on page 200 of the Appendix, began in August 2010. The capacity-building model has a regional focus and includes higher education faculty from the arts and sciences and colleges of education, district- and building-level leaders, and most importantly, teacher leaders. This systemic approach, through regional Leadership Networks, was designed to meet the needs of educators to ensure success in the implementation of CCS; in developing an

understanding of assessment literacy set in the context of highly effective teaching and learning, and leadership. A month-by-month curriculum for the 2010-11 and 2011-12 school years for the Leadership Networks component may be found as Attachment 19 on page 201 of the Appendix. In Year 1 (2010-11 school year), this curriculum plan highlights the department's effort to assist educators in the alignment and expectations of the CCS by creating common understandings about the intended learning for the rigor found in the new standards. This critical piece in transition has enabled Kentucky educators to make the necessary shifts in practice in order to support all students in reaching college and career readiness expectations.

Within the first month of adoption, KDE staff provided a crosswalk to districts/schools in order to present the differences in Kentucky's former standards and the newly adopted Common Core Standards. Almost immediately following the release of the crosswalk, KDE leadership, content specialists and network facilitators led district/school and content teacher leaders through a gap analysis protocol. During the network meetings, several activities were implemented, but as a follow-up, KDE content specialists visited districts/schools to provide district leadership teams with the necessary supports to lead this process using the KDE protocol at the local level. The protocol and resources developed to support district/school teams through this process can be found at: <http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Instructional+Support+Network/Leadership+Networks+-+Deliverables.htm>.

Year 2 (2011-12 school year) has afforded teacher and building-level leaders with the opportunity to design congruent learning experiences for students. While teacher leaders focus on design, building and district leaders and principals are engaged in conversations about the "classroom look-fors" for effective implementation in the classroom contexts. Educators are committed to the development and sharing of high-quality instructional resources that present learning opportunities for students. Building-level principals are essential in this change process, and KDE has incorporated key facets of the teacher and leader effectiveness system into the Leadership Network curriculum. Year 2 is designed to integrate the components of the effectiveness system, effective strategies for implementing the standards and effective use of data (i.e., student growth data and working conditions data from the TELL Kentucky Survey that is given to all teachers and principals).

In order to meet the expectation of full implementation and assessment of the new standards, the state legislature has committed financial resources and the state has received foundation funding for the support and implementation of the standards. State and federal funding have been redirected for the transition and implementation of the standards in order to address the needs of all learners. Two examples below outline the state's comprehensive efforts in working with educators on behalf of English language learners and students with disabilities. Kentucky has been engaged in an alignment process to analyze the linguistic demands of the CCS for English language learners (ELLs). In November 2010, the World-Class Instructional Design and Assessment (WIDA) provided member states the results of an alignment study that examined the relationship between the CCS and the Model Performance Indicators (MPIs) of the WIDA ELP standards. An analysis was presented in a published report, *Alignment Study between CCSS in English Language Arts and Mathematics and the WIDA ELP standards*,

2007 edition. As a member state since 2006, Kentucky has been involved in these conversations but also in a process to provide additional feedback on a standards amplification project to review and provide feedback on a draft version of the *English Language Development (ELD) Standards Document* (targeted publication -- 2012).

Involvement in this analysis process has allowed Kentucky to present the most up-to-date information and create a focused effort on providing professional development to all educators, but specifically to ELL educators. An online English Learner Academy (ELA) was implemented during the 2010-11 school year. This online, professional learning community engaged P-12 educators in learning experiences to advance their understanding and application of recommended instructional and assessment practices for ELLs. Various aspects of the curriculum addressed the following:

- effective ways to include English Language Development (ELD) and CCS in daily lesson planning and units of study
- best practice strategies for ELLs to implement in mainstream classes to support learning
- how ELLs can best be served within Kentucky's System for Interventions (KSI/RtI)
- how to incorporate the WIDA ELD standards, descriptors and ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) for test data in evaluating ELLs

Additionally, Title III program funding has included a professional development plan on implementation of the CCS while learning how to differentiate academic language during content instruction to enhance students' understanding and engagement. The following webinars have been scheduled throughout the 2011-12 school year to assist Kentucky teachers:

- Implementing the CCSS in Your School
- Using Data to Drive Instruction for ELLs
- Implementing Differentiated Instruction in Your School
- Program Services Plans for ELLs

While the previous professional development opportunities present on-line learning options, the Kentucky Department of Education has committed to face-to-face trainings for P-12 educators through the support of the Kentucky Writing Projects (KWP). The KWP network is collaborating with ELL educators to host an academy. A description of the project is outlined below.

Kentucky Writing Project ELL Proposal

Kentucky will enter into a MOA with the University of Louisville to further support Kentucky's growing ELL population.

Teachers need to improve their abilities to support ELLs in literacy learning, both because of the growing ELL population and because of the expectations in the new Common Core Standards, adopted as the Kentucky Core Academic Standards. Professional networks such as the Kentucky Writing Project, which exists to develop teacher knowledge and leadership in the field of literacy (reading and writing), need to increase their capacity to provide professional training that supports teachers of ELLs, whether or not they are in special programs or in the

regular classroom. In light of these needs, the Kentucky Writing Project Network applied as a state network to send a team to the National Writing Project's "Focus on English Language Learners" Institute in July 2011, with the purpose of building capacity in the individual writing project sites and statewide in providing professional development. Representatives from most of the eight member sites attended this five-day summer training and planning session and committed to a year of inquiry and application of new ideas learned at the institute to their own classroom contexts.

Kentucky will provide four one-week Academies (one each in the eastern, western, northern and central regions of the state) that will engage teachers of ELLs and/or Culturally and Linguistically Diverse (CLD) students in learning strong ways to support these students' literacy development, whether or not they are in special programs or being taught by ELL or general education teachers. Facilitators will share strategies learned in their year of inquiry and practiced in their own school settings. A special focus will be on implementing the new Common Core Standards (Kentucky Core Academic Standards) and finding ways to support ELLs/CLDs in meeting those standards.

Other partners in the work: The KWP FoELL/CLD team has the continued support of the National Writing Project, which provides an online community and access to a wealth of ELL resources. KDE also has a state team that is working with the Gates Foundation to develop professional development around the new Common Core Standards, as well as through the Literacy Design Collaborative template tasks for integrating reading and writing instruction. Furthermore, several KWP sites have close connections with university ESL departments and university educators who will collaborate with the team to ensure that the best practices and research about ELL needs undergird the planning and implementation of the academies.

Over the past two years, educators working with students with disabilities have been formally engaged throughout the state's transition and implementation process. Special educators have participated in the state's Leadership Networks. Each district was strongly encouraged to send at least one special education teacher to the Leadership Networks, and all district special education directors have been encouraged to participate in the district leaders' network. This model has encouraged district leadership teams to intentionally include special educators at the forefront of professional development planning for special educators in their districts. Additionally, the state's 11 regionally located special education cooperatives have received additional funding for the purpose of providing more intensive training on the CCS. Literacy and math specialists, who have special education expertise, have been hired through these cooperatives to be the "boots on the ground" in classrooms to support teachers working with students with disabilities. These efforts are likely to lead to all students, including students with disabilities, gaining greater access to and opportunity to learn the content presented in the CCS. An action plan for the literacy specialists working in the special education cooperatives is included as Attachment 27 on page 302 of the Appendix. This plan highlights the specific strategies the Kentucky Department of Education (KDE) has implemented over the past year through professional development specifically targeting educators who work with students with disabilities, ELLs and other students considered at-risk. Strategies include:

- incorporating Universal Design for Learning practices
- Response to Intervention support

- emphasis on curriculum development and design through the state’s model curriculum framework
- assessment literacy strategies and accommodations for students with disabilities and ELLs

The state has analyzed the learning and accommodation factors necessary to ensure students with disabilities are successful in a pursuit of college and career readiness. This focus has been a primary component of the federal Individuals with Disabilities Education Act (IDEA) and has been realized by bringing together cross-agency teams and stakeholder committees to discuss proposed revisions to the existing state regulation governing accommodations in statewide assessment and accountability (703 KAR 5:070). These revisions will present different opportunities within the classroom and testing environment so that students can demonstrate content mastery.

Over the past year, in preparation for the Alternate K-PREP (formerly Kentucky Alternate Assessment Program) Standards rolled-out recently to teachers across the state, KDE has worked with the state’s Special Education Cooperatives and institutions of higher education to produce instructional and curriculum supports for the new reading, writing, and math standards. These materials are all based on the Common Core State Standards. The materials include: podcasts, training materials and instructional tools to assist teachers as they implement the new common core standards with students with disabilities.

KDE’s goal for development of training and supports for teachers of students who participate in the Alternate K-PREP was to mirror the curriculum planning process used in the general curriculum as much as possible. Also, this work is aligned to the general educator peers’ professional development focused on improving instructional practices through the characteristics of highly effective teaching and learning (CHETL). Additional materials appear on the KDE website’s Low Incidence page at: <http://www.education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Low+Incidence/>.

Dissemination of high-quality resources, in a predominately rural state, presents a challenge. Kentucky has implemented four broad-scale strategies for transition and dissemination of the CCS and college- and career-ready strategies. First, Kentucky’s *Model Curriculum Framework* (MCF) is designed to be a resource to facilitate curriculum development focused on the implementation of the CCS and new assessments at the local level. The framework may be found at the following link: http://www.education.ky.gov/users/otl/KY_Model_Curriculum_Framework/Kentucky%20Model%20Curriculum%20Framework%202011%20revised%20July%2026.pdf.

Second, a multi-phased project is underway that will present an online technology platform. This system, known as Kentucky’s Continuous Instructional Improvement Technology System (CIITS), presents anytime, anywhere access to high-quality resources and professional development and serves as the model for dissemination of exemplar lessons, strategies and instructional materials. A focus on equity and access to these resources has been a focus for

KDE. Kentucky educators' access will include access to all standards, instructional resources aligned to the CCS, formative assessments and professional development. CIITS implementation began in August 2011, and the system will be fully populated by December 2012. An educator development suite will provide a customized experience for identifying professional development tied to student learning outcomes and will include just-in-time video podcasts of higher education faculty prepared to elaborate on strategies for teaching CCS content. Additionally, resources are available in this CIITS suite, as a result of Kentucky's partnership with the School Improvement Network. PD 360 resources scheduled to be integrated into the educator development suite have an intentional focus of providing support to P-12 educators working with students with disabilities, ELLs, and other diverse populations. The PD360 learning options are included as Attachment 28 on page 307 of the Appendix. This suite will also be tied to Kentucky's professional growth and evaluation system once it is developed. This integrated model will tie educator effectiveness to student learning outcomes in a deliberate way. Finally, the system will be connected to district and school planning in order to complete the cycle for continuous improvement.

Third, the inclusion and partnership of institutions of higher education represents another unique contribution Kentucky has made to the national conversations dedicated to a college- and career-ready agenda for all. The Council on Postsecondary Education (CPE), the governing body of the state's institutions of higher education, has committed a significant amount of funding to the implementation of the CCS and college- and career-ready assessments. These state-level partnerships with higher education have served as a model for implementation.

In February 2012, Kentucky will host a national convening, on behalf of the State Higher Education Executive Officers (SHEEO), to share the collaborative efforts between the state agency and higher education to improve learning results for students P-20. During this workshop, participants will learn about the efforts to increase faculty involvement in university/district partnerships for implementing the CCS. Assessment centers, housed on the college and university campuses, have assisted P-12 in the development and alignment of assessments by helping educators in the design of formative assessment strategies ensuring that students meet agreed-upon college-ready benchmarks for placement.

Fourth, KDE coordinates messaging to key stakeholders such as community partners, business and community partners, and parents/guardians by working closely with Kentucky Educational Television (KET) and with advocacy groups. KET has developed online, self-paced learning modules for parents, teachers and other groups outlining the need and significance of the adoption of new standards. And, the Prichard Committee has the ReadyKY campaign (<http://www.prichardcommittee.org/readykentucky/>) designed to involve parents and community members and deepen their understanding of the implementation of the CCS and a new assessment and accountability model. ReadyKY has created a cadre of public advocates who are spokespersons in community contexts.

Additionally, understanding the impact the CCS have on education, the state has worked diligently to penetrate pre-service and in-service programs as well as certification. Kentucky's Education Professional Standards Board (EPSB), the agency responsible for teacher

certification, also has been instrumental in the systemic transformation in education. Since 2005, the EPSB has collaborated with school districts and KDE staff and has approved Kentucky principal preparation programs to redesign principal preparation through state regulation 16 KAR 3:050. This redesign took into consideration support to programs through professional development efforts as part of the transition. Believing that the old programs were too ineffective to improve through programmatic adjustments, the EPSB took regulatory action, and all old principal preparation programs will sunset on December 31, 2011.

Similar work is underway for the redesign of the teacher preparation programs. The changes have required universities to develop clinical approaches for experienced educators offering the practical application of what is taught in classrooms. In December 2010, all existing master's degree programs were closed by EPSB, making room for approximately 12 Teacher Leader Master's programs. Additionally, the EPSB is developing a Program Quality Performance Rating as a continuous improvement mechanism for teacher and principal preparation programs. The goal is use of student performance data and outcomes from the state's teacher and principal effectiveness system as two measures within the Program Quality Performance Rating. This action taken by the EPSB ensures a commitment to systemic change to impact pre-and in-service programming.

Key Questions and Answers

1. Why transition to the Common Core Standards?

The Common Core Standards present a consistent, clear understanding of what students should know and be able to do and represent the expectations of the necessary skills and knowledge to ensure students are college- and career-ready. In Kentucky, Senate Bill 1 (2009) required a revision to all content standards, and the state wanted to engage in this development work. The Common Core Standards initiative has allowed states to share expectations related to college and career readiness and getting all students to higher levels of proficiency.

Detailed Narrative on Increasing the Rigor of Assessments and Alignment to College- and Career-Ready Standards

At the same time that the work on the college and career standards was occurring, work on the assessment system began with the goal of increasing rigor and alignment to college and career standards. The changes in the assessment system began with the passage of Kentucky Senate Bill 1 in 2009. Senate Bill 1 was a sweeping, omnibus law that called for a new testing system in Kentucky aligned to new standards. The new state testing system is focused on measuring college and career readiness from Grade 3 to Grade 12 and uses the ACT test as the capstone assessment to determine college readiness. It is important to note that the Kentucky testing system is codified in state regulations and has been launched in the 2011-12 school year. Kentucky, starting this year, has a new college and career standards testing system.

The Council on Postsecondary Education (CPE) led the effort to define college readiness in Kentucky. In fact, the CPE revised state regulation 13 KAR 2:020, Guidelines for admission to the state-supported postsecondary education institutions in Kentucky, to define college

readiness and set the benchmark for admitting students to credit-bearing courses without having to take remedial courses. Additionally, the presidents of all higher education public institutions in Kentucky signed a Memorandum of Understanding (MOU; agreement) to accept this same definition of college readiness. See Attachment 5 on page 36 of the Appendix for both the MOU and 13 KAR 2:020. The definition calls for a student to meet a CPE benchmark on the ACT test. By meeting the CPE benchmark, all public higher education institutions will admit that student to a credit-bearing course. In essence, Kentucky's higher education institutions set the definition and the benchmarks for college and career readiness. In turn, public P-12 schools have a clear definition to use as their guiding principle for instruction and curriculum. This remarkable, unprecedented agreement allows KDE to align the grades 3-12 testing system with a capstone college readiness definition driven by our partners in higher education.

The new testing system is linked from Grade 3 to Grade 12 and locked onto college readiness standards. Students taking the tests from Grade 3 to 12 will know if they are on the path toward college and career readiness. Kentucky's new testing system is explained in the narrative below.

High School Testing Model

ACT

The ACT is the capstone test in the new Kentucky system and is administered annually to Kentucky high school juniors in the spring. ACT is based on more than 50 years of research and provides a measure that shows the probability of student success in the first year of college. ACT has clearly defined standards and benchmarks for the subjects of reading, English and mathematics. ACT was an important player in the development of the Common Core Standards, and the ACT standards and tests are highly aligned with the Common Core work. Students who make the benchmarks are deemed ready for college courses. Students who do not meet the college benchmarks receive intervention and assistance to increase their readiness levels. Students may either take the ACT again or participate in one of two supplemental tests: the ACT COMPASS or the Kentucky Online Testing Program (KYOTE). COMPASS is a computer-based adaptive test that provides a score linked to the ACT scale. KYOTE was developed by the University of Kentucky, Northern Kentucky University and Eastern Kentucky University as a secondary measure of college readiness. CPE also obtained universal agreement from all Kentucky public institutions of higher learning to allow the COMPASS or KYOTE to be used as a supplement to the ACT score. CPE set the benchmarks for these two tests. (See Attachment 5, page 5 of the Appendix, for the Commonwealth Commitment Resolution Supporting the Role of Postsecondary Education in Improving College and Career Readiness that was signed by Kentucky's college and university presidents and for state regulation 13:KAR 2:020, Guidelines for admission to the state-supported postsecondary education institutions in Kentucky, that was passed by the Council on Postsecondary Education in June 2011 setting the requirements for students to be admitted to Kentucky higher education institutions without having to take remedial courses.)

ACT, INC. PLAN

In addition to the ACT, all sophomores in Kentucky take the ACT, Inc. PLAN test. The PLAN test is statistically linked to the ACT and provides an early prediction of how well a student will perform on the ACT test, as well as providing objective strengths and weaknesses to a student. This early warning test can be used to locate students in the fall of the sophomore year who need additional interventions.

ACT, INC. QUALITY CORE END-OF-COURSE TESTS

Kentucky has embarked on an ambitious end-of-course testing program. The ACT Quality Core® tests in English II, Algebra II, Biology and U.S. History were administered in 2011-12 to all high school students completing these courses. In Kentucky, all students must have these courses on their transcripts in order to earn a diploma. The ACT Quality Core® testing program is a comprehensive curriculum-based test measuring standards with a high match to the Common Core Standards. The ACT test scores also can be used optionally as a part of the student's final grade, thus providing high motivation to do well in the course. But more importantly, the test scores are linked to predicting how a student will perform on the ACT or PLAN test. The predicted scores create highly rigorous, college-based expectations for high school teachers and students in Kentucky.

The Kentucky testing program at the high school level has an unbroken chain of links between the ACT capstone test and the ACT PLAN and ACT Quality Core® tests. The ACT PLAN predicts an ACT score; the ACT Quality Core® predicts an ACT score. These links between courses and tests provide Kentucky high schools, for the first time, with a common set of definitions and standards for aligning instruction to a rigorous model of college readiness. And, for the first time, public higher education institutions have defined the standards required for their incoming students to be admitted to credit-bearing courses without having to take remedial coursework.

In addition to the Quality Core® tests, high schools students will take an end-of-year writing-on-demand test, developed by Kentucky's testing contractor.

The Middle School Testing Program

The middle school testing program has a link to the high school tests. Each test is explained in the next sections:

ACT, INC. EXPLORE

All Kentucky public school students in grade 8 take the ACT EXPLORE test annually in September. This test, based on a set of curriculum standards with high correlation to the Common Core Standards, provides a predicted score on the ACT PLAN test. The ACT EXPLORE measures achievement in reading, English, mathematics and science. Eighth-grade students are being held to the same rigorous definition of college and career benchmarks that will apply to them as high school students.

KENTUCKY PERFORMANCE RATING FOR EDUCATIONAL PROGRESS (K-PREP) TESTS

In addition, the newly developed Kentucky Performance Rating for Educational Excellence (K-PREP) tests will be administered to all 6th-8th graders. K-PREP tests cover the subjects of reading, mathematics, science, social studies and writing. The tests are based on the Common Core Standards in reading, mathematics and writing; in science and social studies, the test is based on the *Kentucky Core Content for Assessment*. As soon as the new Common Core science and social studies standards become available through national work, tests will be created to measure those standards.

The K-PREP tests are designed to have a norm-referenced (NRT) and a criterion-referenced (CRT) component and include multiple-choice and constructed-response questions. The NRT will provide an achievement score based on a national sample of students, while the CRT will provide more detailed information on how students perform on the Common Core Standards. Pearson Inc. is the vendor for the K-PREP tests, but WestEd, Inc. wrote the set of Common Core items for the first operational test.

Elementary School Testing Program

The elementary schools in Kentucky also will use the K-PREP test format mentioned above. Grades 3-5 will participate in the tests. Similar to the middle school tests, the subjects are reading, mathematics, science, social studies and writing, and the tests have the same NRT/CRT format. The tests will measure the Common Core Standards.

Other Subjects Tested

As mentioned above, Kentucky also will test science, social studies and writing. Science and social studies tests are being developed using *Kentucky's Core Content for Assessment (2006)*, and writing tests are being developed using the Common Core Standards. The standards and items measuring the standards were approved under prior United States Department of Education peer review guidance. Kentucky is a lead state in the development of the next generation science standards and as soon as the new standards for science and social studies are produced by either national- or state-led efforts, Kentucky will adopt those standards and then develop tests to measure the new standards.

Career-Ready Definition

In addition to the college-ready definition applicable to all students mentioned in the sections above, Kentucky has designed a career-readiness definition for high school students. Kentucky recognizes that some students may follow a career readiness path that does not include college; however, Kentucky also recognizes that many jobs in the workforce call for strong technical and academic skills. The career-ready definition calls for a student to meet qualifications in the two areas of Academic Skills and Technical Skills. Academic skills are measured by meeting a benchmark on either the ACT WorkKeys test or the Armed Services Vocational Aptitude Battery (ASVAB) test. Cut scores have been set at a high standard that would indicate the

student has a solid academic background. Technical skills are measured by passing a Kentucky Occupational Skills Standards Assessment (KOSSA) test or by obtaining an Industry Certificate. To demonstrate career readiness, a student must meet both the academic skills and the technical skills components.

Standard Setting and College and Career Rigor

In the college-readiness definition, standard-setting for the new K-PREP tests to determine the proficiency cut scores will be conducted in the summer and fall of 2012. Pearson will conduct the sessions with a traditional, industry-accepted model. In addition, it is the intent of KDE to link the K-PREP cut scores to the ACT EXPLORE profile, thus putting the K-PREP scores from grades 3-8 onto a scale that provides a prediction of how well a student would score on the ACT EXPLORE test. As mentioned above, the ACT EXPLORE predicts a college readiness score on the ACT PLAN that in turn predicts how well a student will perform on the ACT test.

Another piece of important impact data to be used during standard-setting is the National Assessment of Educational Progress (NAEP) profiles. The intent of the standard-setting is to provide Kentucky with a system of tests from Grade 3 to Grade 12 that are aligned with the rigorous definition set by the ACT college-readiness standards. The assessment system back-maps from the ACT college and career definitions to every test in the system. Students from grades 3 to 12 will know each year whether they are on track for college readiness.

In the career readiness definition, the standards were intentionally set at a high level to make sure students who choose this path are not receiving a less rigorous curriculum or preparation. For the ACT WorkKeys, the Silver Level was chosen, which means the student scores high enough academically in reading and math to be ready for 75 percent of all jobs profiled in the system. The ASVAB cut score was developed along the same method. The ASVAB's Armed Forces Qualifying Test (AFQT) score of 55 indicates the student is ready for a very high percentage of high-tech jobs in the military. Industry Certificates are only used in the definition if the job earns a living wage for a family. The first simulation data runs for applying this model found that a very high number of students who met the career-ready definition also met the college-ready definition.

Key Questions and Answers

1. Will the new assessment system redefine proficiency in Kentucky?

Yes. By using the college and career standards inherent in the Common Core and the benchmarks determined by Kentucky's Council on Postsecondary Education (CPE), an expectation exists that the distribution of students scoring at the proficient and distinguished level will drop. Approximately 38 percent of the students in the 2011 graduating class were determined to be college- and career-ready using the new definitions. When the assessment system is aligned with the college- and career-ready scale, it is estimated that the number of proficient students at the elementary and middle schools will fall into the range of 30-40 percent proficient or higher compared to the current 70 percent proficiency in reading in the

elementary level.

2. *Will the career-readiness definition be revisited?*

Yes. The Kentucky Board of Education will revisit the definition of career readiness. The board and the Kentucky Department of Education recognize that career-readiness definitions will evolve over the next few years, and we will need to be responsive to work in this area at the federal level and in other states.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 26 on page 274 of the Appendix); Note: Kentucky is a “participating state” in both the Partnership For Assessment of Readiness for College and Careers (PARCC) and Smarter Balance consortiums. The state is very interested in the work of these consortiums and once the actual tests are available, will analyze whether either of the instruments will meet the assessment requirements of Kentucky state law (Senate Bill 1, 2009).</p>	<p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><input checked="" type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7 on page 74 of the Appendix)</p>

Guidance Question: If the SEA has developed and begun annually administering high-quality assessments in all LEAs, and has set academic achievement standards, did the SEA attach evidence that the SEA has submitted a timeline showing when the SEA will submit the assessments to the Department for peer review?

Kentucky chooses Option C. For Option C, item i., see Attachment 7 on page 74 of the Appendix for the timeline of when Kentucky will submit the assessments and academic achievement standards to the U.S. Department of Education for peer review.

However, Kentucky also checked Option A because the state is a “**participating state**” in both the Partnership For Assessment of Readiness for College and Careers (PARCC) and Smarter Balance consortiums. The state is very interested in the work of these consortiums, and once the actual tests are available, will analyze whether either of the instruments will meet the assessment requirements of Kentucky state law (Senate Bill 1, 2009). The state’s MOUs with the consortiums are found in Attachment 26 on page 274 of the Appendix.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

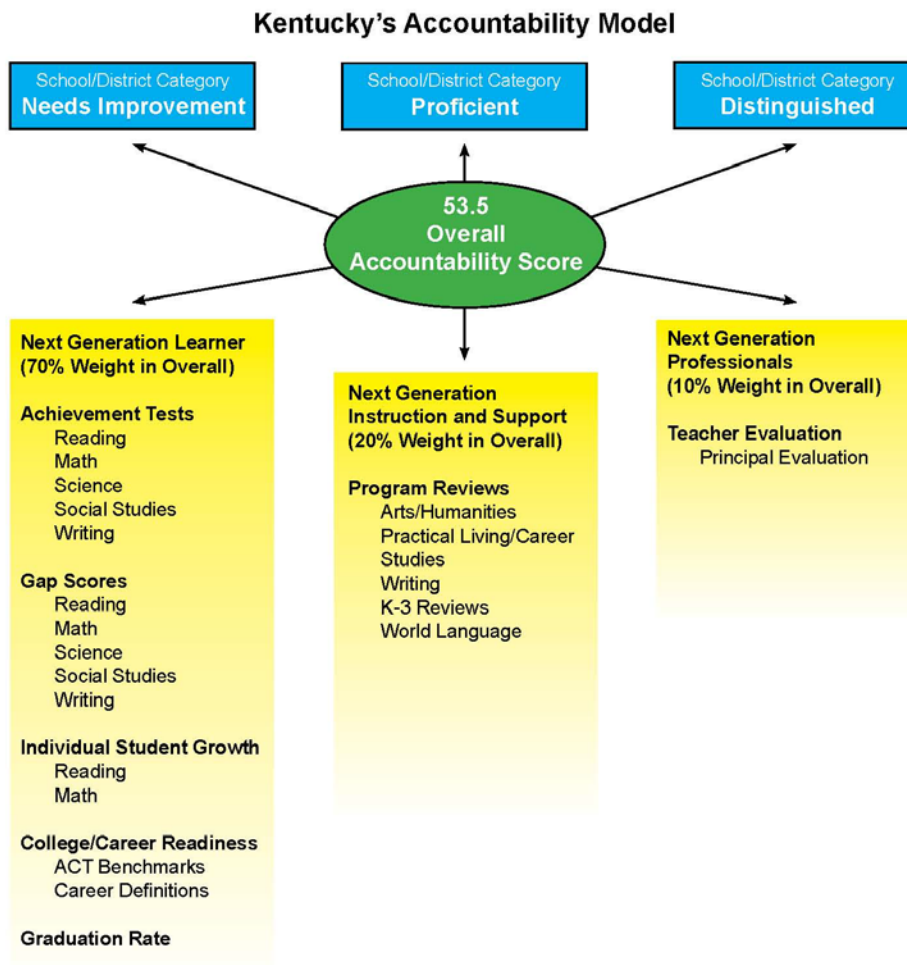
Guidance Question: Did the SEA propose a differentiated recognition, accountability, and support system, and a high-quality plan to implement this system no later than the 2012-2013 school year, that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students?

Overview of Kentucky's Accountability Model

Overview of Kentucky's Accountability Model

From a high level the model is simple. Each school/district receives an annual Overall Score based on the three components of Next Generation Learners, Next Generation Instructional Programs and Support and Next Generation Professionals. The Overall Score places the school/district into one of three categories: Needs Improvement, Proficient or Distinguished. Each of those components has a variety of indicators used to calculate the Overall Score.

The figure below illustrates how the model works.



Detailed Narrative on Kentucky's Assessment and Accountability System

The following narrative explains in detail how the Overall Score is computed.

Education-reform legislation in 2009 paved the pathway for the next generation of school and district accountability for the Commonwealth. Following a year of discussion with educators, stakeholders and the public, the Kentucky Board of Education approved several regulations that define a new accountability model, Unbridled Learning: College- and Career-Ready for All.

Although the achievement of students continues as a critical focus and the heart of the model, Unbridled Learning expands the view of schools and districts to ensure a comprehensive look at factors that contribute to all students becoming proficient and prepared for success. The model incorporates a variety of data points and does not rely on a single narrow metric to recognize success and support improvement.

Beginning in the 2011-12 school year, this model offers a balanced approach that incorporates all aspects of school and district work organized around the Kentucky Board of Education’s four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts. The chart below details the indicators and data sources included in Kentucky’s model around each of the strategic priorities. These also are specified within 703 KAR 5:200, Next Generation Learners (Attachment 20 on page 205 of the Appendix) that was approved by the Kentucky Board of Education in June 2011.

Unbridled Learning: College- and/or Career-Ready for All			
Next-Generation Learners	Next-Generation Instructional Programs and Support	Next-Generation Professionals	Next-Generation Schools/Districts
Achievement (Proficiency) Gap Growth Readiness for College/Career Graduation Rate	Program Reviews	Percent Effective Teachers Percent Effective Leaders	= Overall Accountability Score (using data from the preceding columns) Revised Report Card

Next-Generation Learners

The first component of Unbridled Learning, next-generation learners, is anchored in college and career readiness for all students. Like previous accountability models, it continues annual public reporting of disaggregated student outcome measures in required content areas. However, this more robust next-generation model also includes a focus on student achievement growth measures and performance of students in the achievement gap. It also emphasizes college and career readiness and high school graduation rates. The table below outlines the performance measures for each category in next-generation learners.

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary	Tests: reading, mathematics, science, social studies and writing	Tests: reading, mathematics, science, social studies and writing	Reading and Mathematics	N/A	N/A
Middle	Tests: reading, mathematics, science, social studies and writing	Tests: reading, mathematics, science, social studies and writing	Reading and Mathematics	EXPLORE (College Readiness)	N/A
High	End-of-Course Tests** and On-Demand Writing	End-of-Course Tests** and On-Demand Writing	PLAN to ACT <i>Reading and Mathematics</i>	College/Career-Readiness Rate	AFGR*/ Cohort Model

*Averaged Freshman Graduation Rate will be used in 2011, 2012 and 2013 reporting. Reporting using the Cohort Rate will begin in 2014.

**End-of-Course tests in 2011-12 include Algebra II, English 10 (II), Biology and U.S. History.

Achievement - Achievement incorporates student performance on state-required assessments in five content areas. Kentucky's new assessment system, Kentucky Performance Rating of Educational Progress (K-PREP), includes criterion-referenced/norm-referenced blended tests in grades 3-8 and ACT's Quality Core® program for end-of-course tests in Algebra II, English 10, Biology and U.S. History. A series of on-demand writing tests are required at elementary, middle and high school levels.

Schools and districts earn full credit for students scoring proficient and above (i.e., distinguished). If all students attain proficiency, a school/district earns 100 percent in the achievement category. To recognize the work of schools and districts as students move toward proficiency, a half-credit is awarded for apprentice students. The lowest student performance level, novice, does not receive credit in the accountability model. Calculation rules were developed to prevent strongly performing students from masking or compensating for students still performing at the lowest levels. In order to receive bonus credit for distinguished students, the school must have more students performing at the highest level than at the lowest level. The Kentucky Board of Education (KBE) directed that a bonus for distinguished be added that does not mask or overcompensate for novice performance. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation. The bonus calculation for distinguished does not allow a school or district to score above 100 percent.

Gap - Kentucky's goal is 100 percent proficiency for all students. The Gap category of next-generation learners focuses specifically on student groups that perform traditionally below the

achievement goal. Gap uses the same student test results as those included under achievement. The distance from that goal or gap is measured by creating a Student Gap Group -- an aggregate count of student groups that have historically had achievement gaps. Student groups combined into the Student Gap Group include ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency that score at proficient or higher.

The percent of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually for each content area. To calculate the combined student Gap Group, **non-duplicated counts** of students who score proficient or higher and are in the student groups would be summed. No individual student counts more than one time, and all students belonging to included groups are counted once. **The “N” count (number of students reported) is based on total school population, not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups.**

A sample illustrating the Non-Duplicated Gap Group for high school is shown in the chart below.

DEMOGRAPHIC GROUP	READING 2009 STUDENT COUNT	READING 2009 PERCENT (PROFICIENT + DISTINGUISHED)	READING 2010 STUDENT COUNT	READING 2010 PERCENT (PROFICIENT + DISTINGUISHED)
Non-Duplicated Gap Group*	279	36.20	279	35.13
*African-American	163	34.97	154	25.97
*Hispanic	20	50.00	15	46.67
*Native American	0	0	0	0
*With Disability	66	12.12	52	19.23
*Free/Reduced-Price Meals	237	36.71	263	35.36
*Limited English Proficiency	19	21.05	26	3.85
Other Groups Report				
All Students	303	38.28	304	38.16
Male	175	32.00	165	31.52
Female	128	46.88	139	46.04
White	107	41.12	111	50.45
Asian	4		16	50.00
*Groups included in Gap				

Key Questions and Answers

1. Does the model lose a focus on individual gap groups by creating a single Student Gap Group?

No. The model actually fixes problems with a more traditional approach to gap groups. A major problem of using individual groups is the count of students. Small student counts allow a school to ignore small groups of students. The Kentucky model solves the problem by putting all gap groups into a single group. In the past, many schools would not have to worry about subgroups with small n-counts. By placing all the subgroup students into one single group, the n-count increases for all schools.

In simulations for all Kentucky schools, 99 percent of the schools in the state would have a Student Gap Group; thus, the model actually increases the motivation for schools to improve the achievement of all students. In the high school sample chart found above, two groups, Limited English Proficient and Hispanics, could have been ignored in traditional models due to the n-counts, but in the single Student Gap Group model, all students would need to be targeted for growth. In the 2011 NCLB reports, only 21% of the schools had African American subgroups and only 25% of the schools had a Students with Disabilities (SWD) subgroup, but the percent of Kentucky schools with African Americans was 85% and the percent of Kentucky schools with SWD was 100%. The Student Gap Group that exists in 99% of the schools creates an incentive to increase achievement for all students. Students cannot be ignored.

In addition, the new model provides a single goal for schools. In the old model, there were up to 16 individual gap group goals. By reducing the goals from 16 to 1, the focus of the school can be targeted and managed in a more efficient way. Schools are not overwhelmed by the myriad of goals facing them; they focus on one single goal, and by raising that one goal, the achievement rises for the subgroup students.

2. Will subgroups scores be reported?

Yes, all subgroup performance will be publically reported, and all subgroups will have Annual Measurable Objectives (AMOs) created through the Kentucky Board of Education's strategic planning process.

3. Will students participating in the alternate assessment program be fully included in Kentucky's assessment and accountability system?

Yes. Kentucky's alternate assessment students will be included in each component of the system. How alternate assessment students are included in the Next-Generation Learner categories of achievement, gap, growth, college/career readiness and graduation rate is described in the following paragraph.

Alternate assessment students complete attainment tasks for reading, mathematics, science, social studies and writing. Alternate assessment student performance levels -- Novice, Apprentice, Proficient and Distinguished -- describe student results. These performance levels

are used to include alternate assessment students in achievement and gap calculations. Growth is based on a student growth percentile. Psychometric staff is currently working to generate a student growth percentile for alternate assessment students. In the area of college and career readiness, a checklist called the Transition Attainment Record (TAR) is used as the alternate for EXPLORE, PLAN and the ACT. A standard setting process will establish a cut on the TAR as a career measure for alternate assessment students. Alternate assessment students receive a certificate of attainment instead of a standard diploma. Kentucky follows the federal guidance on the calculation of graduation rate and alternate assessment students; the certificates of attainment do not count as graduates in the graduation rate formula.

Detailed Narrative on Kentucky's Assessment and Accountability System (Continued)

Growth - The Growth category uses a Student Growth Percentile. It compares an individual student's score to the student's academic peers. It recognizes schools and districts for the percentage of students showing typical or higher levels of growth. The scale for growth is determined at equal intervals with typical growth beginning at the 40th percentile. For elementary and middle schools, growth is based on annual reading and mathematics tests in grades 3-8. At high school, the same model of recognizing student performance along a scale uses the PLAN (grade 10) and ACT (grade 11) composite scores in reading and mathematics for comparison. Points are awarded for percentage of students showing typical or higher growth.

College/Career Readiness - The Commonwealth of Kentucky is focused on making college and career readiness a reality for every Kentucky student. To identify students as college- and career-ready, the Kentucky Board of Education (KBE) has approved indicators of readiness that include students meeting:

(1) the Kentucky Council on Postsecondary Education's Systemwide Benchmarks on the ACT in Reading (20), English (18) and Mathematics (19)

or

(2) the Kentucky Council on Postsecondary Education's College Placement Test Benchmarks

or

(3) career academic and technical benchmarks

The following chart represents the definition of College/Career Readiness approved by the KBE in August 2011.

**Kentucky Department of Education Proposal: Career Measures Definition
College Ready, Career Ready, and College AND Career Bonus**

College Ready:
Must meet
benchmarks on
one of following:

College Ready
ACT
COMPASS
KYOTE

Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area.

Career Ready Academic	Career Ready Technical
Armed Services Vocational Aptitude Battery (ASVAB)	Kentucky Occupational Skills Standards Assessment (KOSSA)
ACT Work Keys (Applied Math, Locating Information, and Reading for Information)	Industry Certificates

Bonus - College AND Career Ready: Must meet at least one from each area.

College Ready Academic	Career Ready Technical
ACT or COMPASS or KYOTE	KOSSA
Notes: (1) By meeting the college ready academic definition, the student does not have to take the additional tests of ASVAB or WorkKeys for the bonus area. (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.	
	Industry Certificates

The College/Career Readiness Rate (CCRR) is a percentage calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of Career-Ready Academic and Career-Ready Technical benchmarks. The KBE approved a half-point bonus to be added to the report for students who are considered both college- and career-ready.

In September 2010, a Readiness goal was established for schools, districts and the state to improve their 2010 Readiness percentages by at least 50 percent. The improvement goal was derived by subtracting the 2010 readiness percentage from the maximum of 100 percent readiness, then dividing by two. This value was then added to the 2010 percentage to establish a 50 percent improvement goal for 2015.

While reporting will continue to show an improvement goal, the percentage of students demonstrating readiness (i.e., Readiness Rate) will be included in next-generation learners. For the middle school level, college readiness is based on student performance on the EXPLORE assessment administered at Grade 8. The percent of students meeting the ACT-established benchmarks for EXPLORE in reading (15), English (13) and mathematics (17) is reported. The percent of students meeting the benchmark in each content area is averaged to generate a middle school college readiness percentage.

Graduation Rate - A graduation rate for each school and district will be reported annually as a category of next-generation learners. The U.S. Department of Education (USED) has approved

Kentucky’s use of the Averaged Freshman Graduation Rate (AFGR) calculation formula for reporting in 2011, 2012 and 2013. AFGR allows Kentucky to report graduation rates disaggregated by student groups while Kentucky implements data collection for the reporting of the Cohort Rate in 2014. AFGR does assume an equal inflow and outflow of students. Many of Kentucky’s communities are losing population, and AFGR does not have a process to account for such changes.

Through a separate waiver request, Kentucky is seeking permission from the USED to use the Cohort model for a small number of these schools and districts instead of the AFGR.

Overall Score Reporting for Next-Generation Learners - Individual student data collected from the assessments and college/career readiness and graduation rates generate a numeric value for each category of next-generation learners -- Achievement, Gap, Growth, College/Career Readiness and Graduation Rate. The value for each category is weighted to create a final overall score for next-generation learners. The following table illustrates the weights.

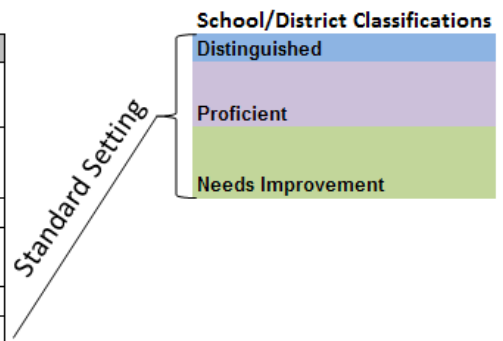
Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
Elementary	30	30	40	N/A	N/A	100
Middle	28	28	28	16	N/A	100
High	20	20	20	20	20	100

The KBE approved that students enrolled for a full academic year (a minimum of 100 instructional days) will be included in the calculations for Achievement, Gap, Individual Student Growth and Readiness for College/Career for a school and district. For Graduation Rate, students enrolled and students earning diplomas will be included in the calculations. Next-Generation Learners will report a single number combining the categories.

KBE asked that, within each classification, an indicator be added to show the direction in which the performance of the school/district is moving. This is illustrated by the figure below.

Kentucky High School Sample

	Raw Score	School Weighted Score
Achievement Points Earned	67.5	13.5
Gap (Percent Proficient and Distinguished)	39%	7.8
Growth (Percent Typical or Higher)	49.50%	9.9
College/Career Readiness (Percent of Students Ready)	38%	7.6
Graduation Rate	83%	16.6
Total	N/A	55.4



Next-Generation Instructional Programs and Support

The second component of Unbridled Learning, next-generation instructional programs and

supports, is based on requirements from legislation enacted in 2009 that established Program Reviews as part of a new assessment and accountability model. A Program Review is: *“...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring.”* (KRS 158.6453(1)(i))

Program Reviews are required in legislation for arts & humanities, writing and practical living/and career studies. The KBE expanded the legislative requirements by adding K-3 and world language Program Reviews. (See Attachment 21, page 213 of the Appendix, 703 KAR 5:230, Next Generation Instructional Programs and Support, for the Program Review requirements adopted by the Kentucky Board of Education in August 2011 with additional amendments made in October 2011.) The Program Reviews serve a number of purposes, which include:

- improving the quality of teaching and learning for all students in all programs
- allowing equal access to the 21st century learning skills that will assist them in being productive citizens to all students
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all content, beyond the program areas

The review of a program should be an ongoing, year-round, reflective process. Through careful review, schools will be able to identify strengths, which can be shared with other programs within the building. A careful review also will allow for the identification of weaknesses and areas of growth. It is to a school’s advantage to communicate the Program Review process and documents to all staff. As staff members identify their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement.

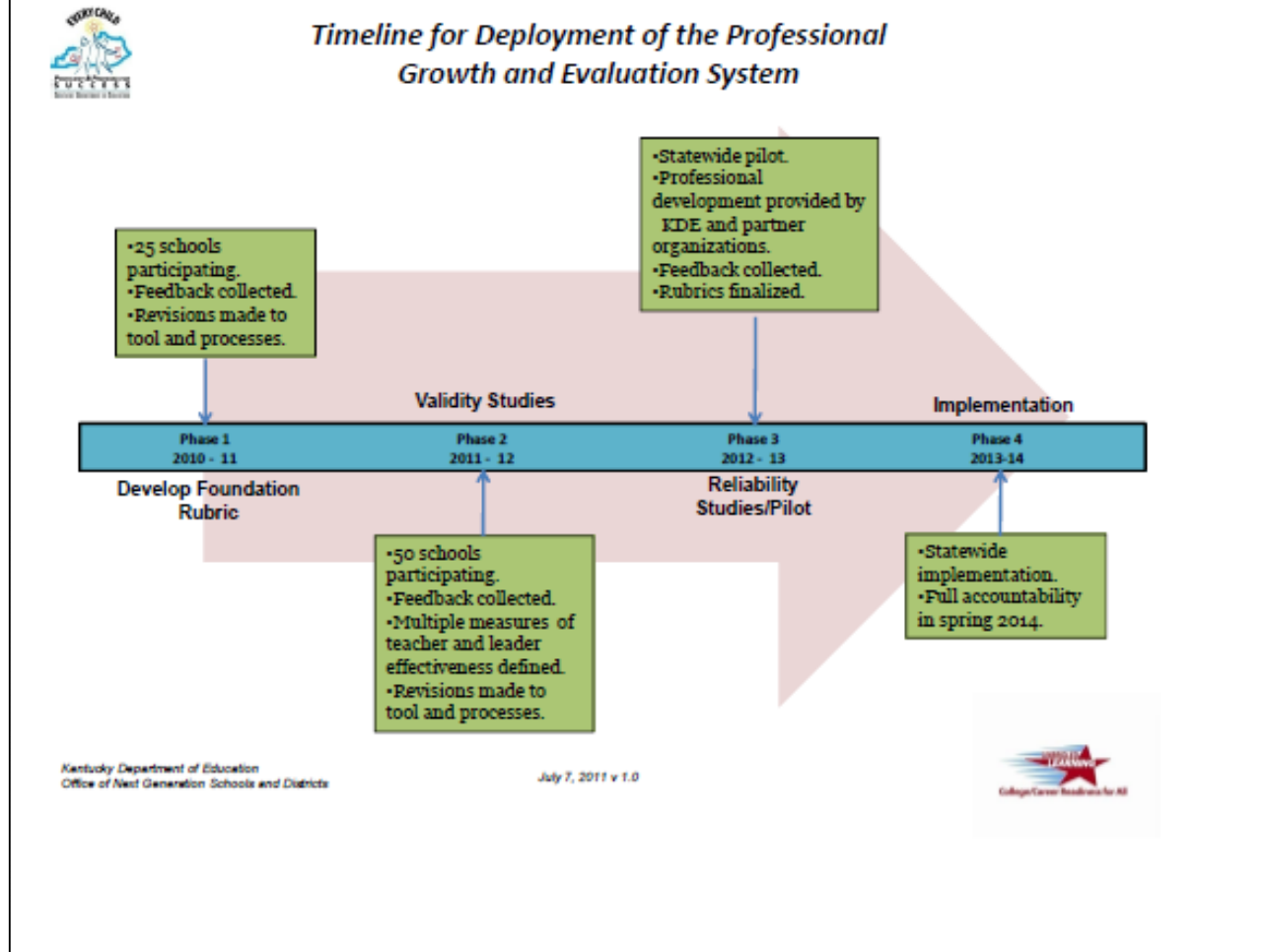
Next-Generation Professionals

The third and final component of Unbridled Learning, next-generation professionals, recognizes that student success is supported by effective educators. The goals of this component are to equip educators with critical tools, including guidance, systems of support and a measurable model of educator effectiveness based on student achievement. Schools and districts need support to identify and recruit educators, ensure diversity, and retain and professionally grow an educator workforce of the highest quality to teach in Kentucky schools.

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth. The system will consist of multiple measures of student growth as well as components to measure leadership, professionalism, instruction, learning climate and assessment practices. The key strategies to design and implement the system include collaboration with education partners and the intentional involvement of school districts and schools, along with support and guidance from steering committees.

Next-generation professionals reporting will share at an aggregate level, the percent of teachers and leaders at the accomplished level on Kentucky’s new Professional Growth and Evaluation System. The Kentucky Department of Education will not report individual teacher or leader evaluation data.

In the figure found below, the timeline for the deployment of the Professional Growth and Evaluation System is reflected, also indicating when this component will be included in the state’s accountability (spring 2014).



Overall Score for Unbridled Learning: College- and Career-Ready for All

Schools and districts will receive reports for each component (Next-Generation Learners, Next-Generation Instructional Programs and Support, and Next-Generation Professionals) that place them in a classification (Distinguished, Proficient, Progressing and Needs Improvement). Then, an overall score for Unbridled Learning: College- and Career-Ready for All system will be assigned to each school/district. This combined score will be compiled by weighting the three components in the following manner:

Next-Generation Learners	70%
Next-Generation Instructional Programs and Support	20%
Next-Generation Professionals	<u>10%</u>
Overall Score	100%

The Overall Score process is specified within 703 KAR 5:222, Categories for Recognition, Support and Consequences that was originally approved by the Kentucky Board of Education in August 2011; however, it is undergoing revisions to align the regulation with the ESEA waiver requirements and secure additional constituent review and will come back to the board in either December 2011 or February 2012 for final consideration.

Until the other components are completed, only the Next-Generation Learners component will be used to generate an overall score for accountability in the first year of the system. The following chart provides the overall score phase-in for the three components.

Year	Component	Percentage of Overall
2011-12	Next-Generation Learners	100%
2012-13	Next-Generation Learners	77%
	Next-Generation Instructional Programs and Support	23%
2013-14	Next-Generation Learners	70%
	Next-Generation Instructional Programs and Support	20%
	Next-Generation Professionals	10%

The single overall accountability score will be the trigger for recognition and support for schools and districts and the creation of Annual Measureable Objectives (AMOs). The overall number incorporates a robust set of success factors, but remains strongly focused on the performance and attainment of individual students, with 70 percent of the overall score derived from Next-Generation Learners. This single overall accountability number reflects far more than student performance on a single test, but is heavily weighted toward student achievement.

Key Questions and Answers

1. Does the Kentucky model raise the “bar” for students?

Yes, the Kentucky accountability model raises the expectations for students since it is aligned with college- and career-ready standards and includes emphasis on multiple indicators. See the

illustration below.

Old Model	New Model
<p>Standards Kentucky-Developed Standards</p> <p>Indicators Achievement Gap Graduation Rate</p>	<p>Standards College Readiness Standards (accepted by all Kentucky public colleges and universities)</p> <p>Indicators Achievement Gap Student Growth College/Career Readiness Graduation Rate Program Reviews Professional Evaluation</p>

The new college- and career-readiness standards are more rigorous than the previous state-developed standards. The ultimate goal of the system is that every student is college- and/or career-ready. The new standards raise the bar for educators, students and parents in Kentucky.

- 2. Will the weights of the system ensure that all students achieve the college- and career-ready standards?*

Next-Generation Learners is the component of the model that uses individual student achievement. This component is intentionally weighted at 70 percent in order to put leverage on all students meeting college- and career-readiness standards. In addition, within Next-Generation Learners, the high school components of achievement, gap, growth and college readiness all connect to the ACT, PLAN and end-of-course tests that link to college/career readiness standards. The Grade 3-8 tests are linked to the high school college/career standard. A school cannot make gains in the accountability system without improving the achievement levels of all students.

- 3. Since there are so many indicators, can a school game the system?*

The weight on each component helps alleviate gaming of the system. Next-Generation Learners accounts for 70 percent of the Overall Score. This component contains the achievement scores, gap scores, individual student growth and college and career readiness rates. Each of these areas relies heavily on the academic tests in the system. In order to move the Overall Score number, schools will have to raise achievement. Achievement stays in the forefront in this model. Schools will need to concentrate on the Next-Generation Learners component to make gains in the system.

- 4. Why is Kentucky using the Averaged Freshman Graduation Rate (AFGR) during the first years of the system?*

Kentucky changed vendors for its statewide Student Information System (SIS) in 2008. The first time the new system could flag first-year freshmen was in 2009. This caused the Cohort Rate to be delayed until 2013. During the interim period, Kentucky is using AFGR. This has been approved by the U.S. Department of Education.

5. *Is the 40th percentile cut score for the Student Growth Percentiles (SGP) Model too low?*

Two reasons exist for choosing the 40th percentile: (1) Kentucky's choice of the 40th percentile acknowledges a type of confidence interval and it reflects the fact that there are SGPs below the 50th percentile that are statistically no different than 50 and (2) when simulation data was run, students in grades 3-12 who scored at or above the 40th Student Growth Percentile show an average of 5.8 scale score growth in mathematics and an average of 6.3 scale score growth in reading. Kentucky's scale score range is 20 points between Novice and Apprentice, Apprentice and Proficient, and Proficient and Distinguished. Students scoring above the 40th SGP are demonstrating 1/3 of the growth needed to change levels. On average a student who reaches the 40th SGP would grow from Novice to Apprentice or Apprentice to Proficient in three years. This type of growth is more than adequate and it demonstrates the 40th SGP is based on sound statistical data.

As part of the ongoing research project in the state's accountability model, the Kentucky Department of Education will conduct research into how the 40th percentile cut score correlates with student achievement. This research will start with the 2011-12 results and then culminate with the 2012-13 results. The results of the study will inform the decision concerning the setting of the 40th percentile.

Detailed Narrative on Recognition, Support and Consequences

At its center, Kentucky's recognition, accountability and support system has an assessment system that uses multiple indicators to measure progress in the areas of achievement, gap, growth, college and career readiness and graduation rate. As a result of 2009's Senate Bill 1 and new requirements related to the federal School Improvement Grant process and the requirements of the federal State Fiscal Stabilization Fund, Phase 2, Kentucky developed a new system of Educational Recovery as a part of the Unbridled Learning initiative. This model has guided the turnaround process in Kentucky's persistently lowest-achieving schools and remains in use. As a result of Kentucky's extensive work in development of that system, and because of the level of success achieved to date, the decision was made to continue the District 180 model as the centerpiece of our rewards and accountability system and to use the flexibility afforded by the ESEA waiver to expand the concept, include additional methods of assistance to schools, provide more individualized feedback and support, and ascertain the scalability of all or some of the components on a statewide basis. While the process has been used with schools identified as persistently-lowest achieving in the past, it will now be used with Priority Schools and expanded to organize, inform and support the processes used with Focus Schools and other schools not satisfactorily progressing.

The guiding principle of the District 180 concept is to support schools in the creation of systems that will result in teacher efficacy and student improvement. In too many turnaround processes,

the interventions designed to create improvements are externally imposed. This often leads to success during the period that the external assistance is available, but a reversion to previous practice once the supports are removed. The District 180 process is designed to build capacity in schools, districts, universities, educational cooperatives and KDE staff in order to increase their effectiveness, as well as to create lasting relationships between these groups that will provide a continuous process of learning and support for all schools across the Commonwealth.

In Priority Schools, the Leadership Assessment is the means by which areas of improvement are identified and prioritized, and the Comprehensive School Improvement Plan is the means by which these prioritized needs are addressed. For the Priority Schools, School Improvement Grant applications outline the strategies that will be funded through that process. Capacity building begins with targeted professional development, including the organization of Teacher Turnaround Teams. Schools develop shorter-term, 30-60-90-day plans to address immediate concerns and have access to the planning and monitoring component of the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans and monitor implementation and impact.

To assist in greater expansion of these practices to all schools in need of improvement, Kentucky will use waivers of the following provisions:

- identification of school districts and Title I schools for improvement, corrective action or restructuring if they fail to make AYP for the specified number of years
- limitations of participation in and use of Small Rural School Achievement and Rural and Low-Income Schools funds
- the requirement that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program
- the requirement that 1003(a) funds may only be used for schools identified for improvement, corrective action or restructuring
- the restrictions on the use of rewards funding
- restrictions on the amount of funding that may be transferred from other programs into the Title I program
- the definitions and requirements regarding how 1003(g) funding may be used

These waivers will allow Kentucky the flexibility to combine:

- 1003(a) funds
- the 20 percent of the local Title I allocation previously reserved for Supplemental Education Services (SES) and transportation funding
- the regular Title I Part A and Title II Part A allocations
- any other available federal funds in accordance with the requirements of those programs
- any other available state and local resources

Further, Kentucky will allow schools eligible to be identified as Priority and Focus Schools that are currently identified as Targeted Assistance Schools to become school-wide programs.

Some of the activities that this will allow include:

- providing additional training to extend the learning for Educational Recovery Specialists, Educational Recovery Leaders and other staff to work with Teacher Turnaround Teams in year-long institutes to offer intensive follow-up in order to build capacity within schools serving traditionally disenfranchised students
- focusing on greater individualization of school plans and the provision of additional support for differentiated follow-up based upon the needs identified in the school/district plan by utilizing a planning and monitoring tool
- incentivizing and spotlighting valued practices and valued results by identifying and targeting rewards schools as demonstration sites for Priority, Focus and Needs Improvement Schools
- determining methods by which to support schools in the implementation of extended learning time and additional methods to increase teacher effectiveness

Other activities specifically focused on improving the performance of English language learners and students with disabilities are outlined in Kentucky’s Achievement Gap Delivery Plan (Attachment 29 on page 317 of the Appendix). Since these students generally make up a disproportionate number of the students in the gap, successful strategies must be implemented across several levels simultaneously. Planning must occur across various levels to allow for individual interventions to be effective at the student level.

At the state level, collection of more specific information regarding these groups of students will be included in the electronic ASSIST planning tool, which will require schools to address the needs of these student populations through the planning process. Based on those needs, the Kentucky Department of Education will assist districts to ensure professional development will be designed and delivered that will include training on different collaboration models to support students with disabilities and on how to implement differentiated instructional strategies that will reach these students. Education Recovery staff will be trained on strategies for closing gaps (with specific attention to these two groups of students) and will serve as a resource to staff working with other schools.

Professional development will also be provided on the stakeholder-developed “*Guidelines for Closing the Gaps for all Students*” document, which outlines critical strategies for schools and districts to use as they identify and begin to address the issues that have given rise to the gaps. In addition, a summer progression plan will be promoted, including the “Find a Book” website involving a partnership with the Council of Chief State School Officers (CCSSO) and Metametrics.

Other activities that will be implemented include development of an Alternative Individual Learning Plan for students in alternative schools that hold both the sending and receiving schools accountable for their academic progress (many students served in these schools fall into one of these categories) and providing assistance and support to districts in assuring additional digital learning environments and opportunities designed to engage disenfranchised students are made available. Individual profile sheets in reading and mathematics will be developed for students with disabilities and English language learners to monitor their success.

Kentucky’s Proficiency Delivery Plan found in Attachment 30 on page 324 of the Appendix, includes other supports that will address the needs of these student groups. The Kentucky System of Intervention (KSI) (Kentucky’s Response to Intervention, RtI process), which is included in the plan, provides individual identification of student needs and responses tailored to address their learning issues. Intervention strategies for these groups of students will be monitored through the ASSIST tool to increase the likelihood of implementation fidelity.

Ultimately, Kentucky will utilize the flexibility to target capacity building within Priority and Focus Schools through better-trained educational recovery experts; a sustainable professional development plan that creates highly effective teachers within schools that serve the areas of highest need; and a rewards system that identifies, magnifies and incentivizes results.

Kentucky has shown a commitment to supporting its most disenfranchised students. This waiver will provide the flexibility needed to identify and support schools in an innovative way. Kentucky will see student and school success through multiple methods. It also will enable the state to focus support ensuring deliverables are achieved in the following ways.

Priority Schools	<ul style="list-style-type: none"> • better-trained capacity building experts • Leadership Assessment connected to Planning/School Improvement Grants • better-trained capacity building experts • Diagnostic Reviews • professional development experiences aimed toward teacher turnaround teams • system of identification based on a multiple indicators such as AMO/AYP • extended learning time • connecting Priority Schools to professional growth opportunities through effective teacher evaluation
Focus Schools	<ul style="list-style-type: none"> • focus on closing gaps in high-gap schools • an electronic planning and monitoring process through ASSIST (Adaptive System of School Improvement Support Tools) • flexible system to respond to schools not addressing the gap
Needs Improvement	<ul style="list-style-type: none"> • access to an electronic planning and monitoring process known as ASSIST • access to effective teacher evaluation system and training (in future) • Title I staff consultancy/resource • corrective action district coaching and training

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none">a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and (Attachment 8, page 79 of the Appendix)b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
--	---

Guidance Question: Did the SEA include student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools?

Attachment 8 in the Appendix on page 79 provides the percentage of students in the “all students” group that performed at the proficient level on the state’s most recent administration of each assessment for all grades assessed.

Since major education-reform legislation was passed in 1990, Kentucky has been committed to students receiving a well-rounded educational experience. Schools and districts must provide for instruction beyond reading and mathematics and be accountable for student performance in multiple content areas. Kentucky’s new assessment and accountability program requires summative or end-of-course testing in five content areas (reading, mathematics, science, social studies and writing). Each content area contributes equally in the Next-Generation Learner categories of achievement and gap. The category of growth, using a student growth percentile, requires testing of the content area for two years consecutively. Growth includes reading and mathematics results only. Reading and mathematics testing is required annually in grades 3-8. At high school, Kentucky requires PLAN at grade 10 and ACT at grade 11. The reading and mathematics tests in PLAN and ACT will be used in the growth calculations. The end-of- course tests are administered as students complete course work; therefore, students will take the tests throughout the high school experience.

The content areas of arts and humanities, practical living/career studies and writing are assessed using Program Reviews. (The Kentucky Board of Education also is considering the addition of Program Reviews for K-3 and world language.) The Program Review results are included in the Next-Generation Instructional Programs and Support component of Unbridled Learning. Each content-area Program Review contributes equally to the score of this accountability component. The three Program Review areas required in legislation (arts and humanities, practical living/career studies and writing) will enter the accountability system in 2012-13 following a full-scale implementation pilot in 2011-12. A proposed Program Review in K-3 will have a full-scale implementation pilot in 2012-13 and enter the accountability system in 2013-14. A proposed world language Program Review will have its full-scale implementation pilot in 2014-15 and will enter the accountability system in 2015-16.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

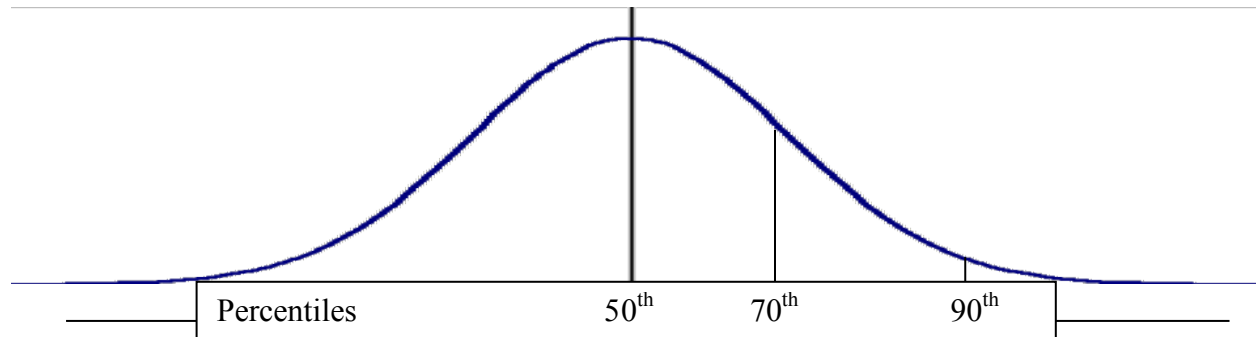
Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups.</p> <p>(Attachment 8, page 79 of the Appendix)</p>

Guidance Question: Did the SEA describe the method it will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics, for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts through one of the three options?

Kentucky chooses Option C – another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools and subgroups.

Overview of Accountability Categories and Annual Measurable Objective



Needs Improvement		Proficient	Distinguished
Progressing: Schools making AMO/AYP			
Priority Schools			
Focus Schools - (1) 10% Gap Group			
Focus Schools – (2) Third Standard Deviation Model to Locate Individual Gap Groups			

Kentucky’s model is a continuous improvement model requiring schools to increase achievement across time. The ultimate goal of the system is to move all schools to an Overall Score of 100.

The model uses a normative approach.

1. Each school/district receives a single Overall Score (explained in Section 2A).
2. The Overall Score places school/district into a category: Needs Improvement, Proficient or Distinguished.
3. The Overall Score will be used to create an annual improvement goal for all schools. The annual goal is called an Annual Measurable Objective (AMO).
4. Using the Overall Score, a mean and standard deviation is computed for each level (elementary, middle, high).
5. The goal in each cycle for below proficient schools/districts is to move one-third of a standard deviation in a five-year period. Each annual goal would be to move .07 of a standard deviation.
6. The Overall Score and AMO status would locate schools for recognition and support.
 - a. Priority Schools are the currently identified persistently low-achieving schools (PLAs).
 - b. Focus Schools (Group 1) are the bottom 10 percent of all Title I schools and have not met AMO/AYP for two years using the Student Gap Group Score as the indicator.
 - c. Focus Schools (Group 2) uses the Third Standard Deviation Model to locate individual gap groups needing improvement. All schools from high-performing to low-performing may have gap groups needing improvement.
 - d. Schools of Distinction, Highest Performing are in the 95th percentile or higher of

- all schools on the Overall Score and have met their current year AMO/AYP.
- e. Distinguished schools are in the 90th percentile or higher of schools on the Overall Score and have met their current year AMO/AYP.
 - f. High Progress Schools have the top 10 percent improvement over a two-year period and have met their current-year AMO/AYP.
7. Schools making their AMO/AYP would be called Progressing. Schools falling outside the Proficient or Distinguished categories and not making AMO/AYP would be called Needs Improvement.

Elementary School AMO Example

Mean of Overall Score = 68
 Standard Deviation = 10
 Annual Goal = .7 (which means a growth of 3.5 points over five years or a growth of approximately one-third of a standard deviation from the starting point)

8. Prior to making the AMO and being placed into a category, all schools would need to meet a 95% participation rate for all groups of students being tested, and the high schools would need to meet their individualized graduation goal.

Detailed Narrative of the Accountability Categories and Annual Measurable Objective

The new Kentucky accountability measure is built upon the concept of a continuous improvement model. Continuous improvement models are used by major corporations (i.e., Toyota) and major educational reform groups (i.e., Baldrige Performance Excellence Program). The goal of continuous improvement is to improve the system of education constantly and forever by improving the quality of student achievement. By using a continuous improvement model, Kentucky will be able to set realistic, statistically-based goals that are achievable, but constantly stretch schools to continually improve. The goal of continuous improvement is to reduce the variation in school performance by moving the entire group of schools to higher and higher performance. As schools reach a performance level, the group goal is shifted to stretch the goal to a higher level. Over time, goals continually increase based on group performance, and as the low-end schools improve, variability is decreased. The ultimate goal is reaching the score of 100 in the Overall Score.

Method - As described in section 2A, the new Kentucky accountability model will create a single Overall Score for three major components. Those three components are:

- (1) Next-Generation Learners, which incorporates achievement scores (reading, mathematics, science, social studies and writing), gap scores, individual student growth, college/career readiness and graduation rate
- (2) Next-Generation Instructional Programs and Support, which incorporates Program Reviews in the areas of arts/humanities, practical living/career studies, writing, K-3 and world languages
- (3) Next-Generation Professionals, which incorporates measures of teacher and leader effectiveness

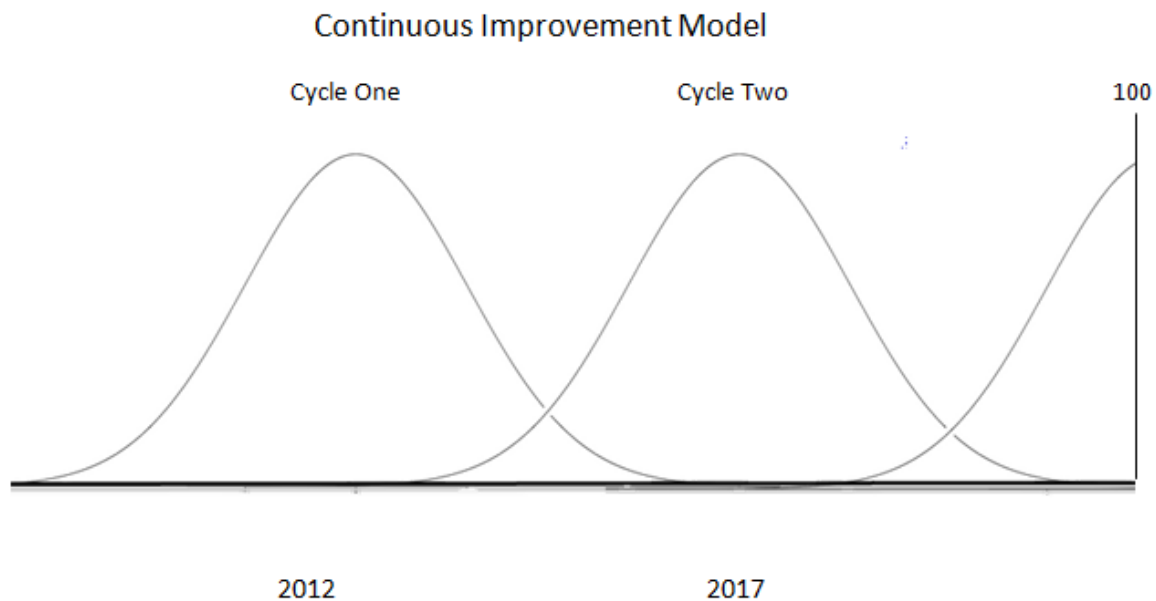
The Overall Score broadens the concept of school success to include a multifaceted, balanced set

of indicators.

The Overall Score will be used to create the distribution of schools in the state. The 70th percentile will be the Proficient level, and the 90th percentile will be the Distinguished level. All schools falling under the Proficient level will be called Needs Improvement Schools. The top 5 percent will be Kentucky Schools of High Distinction and are described in the Rewards Section. Schools already designated as persistently lowest-achieving schools (PLAs) pursuant to Kentucky state law (KRS 160.346) will be the Priority Schools. All schools, both Title I and non-Title I, would have an AMO/AYP goal.

Using the Overall Score, Kentucky's continuous improvement model will compute, by level, an average state score and standard deviation. The standard deviation rate for each level will be divided by five to generate a growth goal for that period of years. The Annual Measurable Objective (AMO) will require a school to gain .07 of a standard deviation for each year in the five-year period, thus equaling an approximate growth of one-third of a standard deviation in the five-year period. The AMO/AYP goal is locked in for the five-year period, but at the end of the five-year period a new set of averages and standard deviations would be run to set the next five-year goal. An acceptable level of Proficient performance would be set at the 70th percentile; this score line provides an acceptable zone for schools scoring at the top end of the distribution. The 70th percentile was intentionally chosen because it places schools in approximately the top 30 percent of the distribution and it provides a score that educators, parents and the public can understand.

Schools scoring below the Proficient level would need to achieve the full AMO described above. Proficient or higher scoring schools would need to achieve one-half of the state AMO/AYP goal. Using this method, the lower-achieving schools must improve at a higher rate than the top-scoring schools. See the figure below for an illustration of the model.



Every school in the state will have an AMO/AYP goal. If the school obtains the AMO goal, then the school has made Adequate Yearly Progress (AYP) if it also meets the required participation rate and the graduation goal if it is a high school.

In addition, annual data runs would occur to monitor the shifting of the average and standard deviations. **During the five-year period, Kentucky would constantly evaluate the system for modifications.**

This model accomplishes several important goals. First, since it is based on a distribution and continuous improvement model, low-scoring schools would have achievable goals because there are many, many schools above them that show the scores are obtainable. Second, all schools will have a standard deviation target based on a statistical model, thus creating a fair, achievable goal. Third, as the schools increase their scores, the goals are re-set at the end of the five-year period for the group, thus ensuring that all schools are constantly and forever increasing their performance. There is no end date in this model; it continues with the ultimate goal of 100 percent on the Overall Score as the target. As it continues, the group average will rise, the standard deviation will decrease, and schools continue on an ever-increasing path toward excellence.

The table below provides a visual description of the AMO goals. (Option C, item i.)

<u>AMO Simulated Data for Illustration Purposes -- Winter 2010</u>						
	<u>Average</u>	<u>Stdev</u>	<u>AMO for schools scoring below proficient (Stdev/5-Year Goal)</u>	<u>AMO for schools scoring above proficient (Stdev/5-Year Goal x .5)</u>	<u>70th Percentile</u>	
<u>Elementary School</u>	<u>68</u>	<u>20</u>	<u>1.4</u>	<u>0.7</u>	<u>73.7</u>	
<u>Middle School</u>	<u>61</u>	<u>18</u>	<u>1.3</u>	<u>0.63</u>	<u>65.4</u>	
<u>High School</u>	<u>52.8</u>	<u>15</u>	<u>1.1</u>	<u>0.525</u>	<u>56.2</u>	
Elementary Sample	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<u>School A (Low)</u>	<u>58</u>	<u>59.4</u>	<u>60.8</u>	<u>62.2</u>	<u>63.6</u>	<u>65.0</u>
<u>School B (Average)</u>	<u>68</u>	<u>69.4</u>	<u>70.8</u>	<u>72.2</u>	<u>73.6</u>	<u>74.3</u>
<u>School C (High)</u>	<u>78</u>	<u>78.7</u>	<u>79.4</u>	<u>80.1</u>	<u>80.8</u>	<u>81.5</u>
Middle Sample	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<u>School A (Low)</u>	<u>52</u>	<u>53.3</u>	<u>54.5</u>	<u>55.8</u>	<u>57.0</u>	<u>58.3</u>
<u>School B (Average)</u>	<u>61</u>	<u>62.3</u>	<u>63.5</u>	<u>64.8</u>	<u>66.0</u>	<u>66.7</u>
<u>School C (High)</u>	<u>71</u>	<u>71.6</u>	<u>72.3</u>	<u>72.9</u>	<u>73.5</u>	<u>74.2</u>
High Sample	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<u>School A (Low)</u>	<u>44.9</u>	<u>46.0</u>	<u>47.0</u>	<u>48.1</u>	<u>49.1</u>	<u>50.2</u>
<u>School B (Average)</u>	<u>52.8</u>	<u>53.9</u>	<u>54.9</u>	<u>56.0</u>	<u>57.0</u>	<u>57.5</u>
<u>School C (High)</u>	<u>60.7</u>	<u>61.2</u>	<u>61.8</u>	<u>62.3</u>	<u>62.8</u>	<u>63.3</u>
<u>70th percentile is the line of proficient performance.</u>						
<u>Shaded area shows scores above the line of proficient performance.</u>						
<u>Once a school reaches proficiency (shaded area), the AMO comes from scoring above proficient.</u>						
<u>Rounding accounts for slight differences in the cells above.</u>						

Phase-In of Components – The three major components of Unbridled Learning: College- and Career-Ready for All phase in over a three-year period. In 2011-12, the Next-Generation Learners component becomes operational. In 2012-13, the Next-Generation Instructional Programs and Support component is added, and finally, the Next-Generation Professionals component is added in 2013-14. The AMO goals described above would provide a clean baseline and goal for the end of each school year. As a new component is added, the baseline average and standard deviation would be computed, and a new annual goal would be developed. After the last component is added in 2013-14, the model is complete, and the baseline and goals can be computed for a new goal.

All schools, Title I and non-Title I, are eligible to be Reward, Priority or Focus Schools. All schools would be placed on the same distribution scale; however, the final reports will show Title I and non-Title I Reward, Priority and Focus Schools.

Locking the Goal for Five Years

Until all three components of the Unbridled Learning: College- and Career-Ready for All system are phased in to the model, annual baselines and goals will be set. Once all three components are operational in 2013-14, the distribution will be calculated to locate the 70th percentile (Proficient) and the 90th percentile (Distinguished). The raw score associated with these cut points will then be locked for a five-year period. By locking the goal lines at the raw score, all schools will be allowed to have a consistent five-year goal that will not change. At the end of the five-year period, the distribution will be recalculated, and a new set of cut points will be determined. Then, those cuts will be locked for a five-year period. With full implementation of the model, schools are not faced with an annual redistribution of scores, but have a solid goal to work toward.

For Option C, item iii., see Attachment 8 on page 79 in the Appendix for a copy of the average statewide proficiency based on assessments administered in the 2010-11 school year in reading/language arts and mathematics for the “all students” group and all subgroups.

Participation Rate

Kentucky will calculate test participation rates for each school. The goal for test participation rate shall be at least 95% of the total population and of all groups of students. Making or missing the goal will be used in conjunction with the school’s AMO. If the school makes its AMO but misses its test participation goal, for the All Students group or any subgroup, then the school will be considered to have missed its AMO. This model was used in the prior No Child Left Behind (NCLB) system and was a leverage point to improve high school graduation rates.

Graduation Rate

Each high school will be provided an annual graduation goal for all students. Making or missing the goal will be used in conjunction with the school’s AMO. If the school makes its AMO but misses its graduation goal, then the school will be considered to have missed its AMO. This model was used in the prior NCLB system and was a leverage point to improve high school graduation rates.

A 2011 baseline for each school will be established. The distance from the school’s baseline to a 98% goal will be calculated. The school’s goal will be to decrease the distance from the baseline to 98 percent for the All Students group. For example, a school with a baseline of 70 has a distance of 38 points to the goal of 98. The school will need to move 2.5 points per year for eleven years to move its score from 70 to 98.

All groups’ graduation rates would be publically reported. The table below shows an example:

Graduation Rate: District/School Example

	Baseline	AMO Target	2011-12 Goal	12-13 Goal	13-14 Goal	14-15 Goal	15-16 Goal	...	2022 Goal
All Students	70%	2.5%	72.5%	75.1%	77.6%	80.2%	82.7%	...	98%
White	80%	1.6%	81.6%	83.3%	84.9%	86.5%	88.2%	...	98%
African-American	60%	3.4%	63.5%	66.9%	70.4%	73.8%	77.3%	...	98%
Hispanic	50%	4.3%	54.4%	58.7%	63.1%	67.5%	71.8%	...	98%
Native American	30%	6.1%	36.2%	42.4%	48.5%	54.7%	60.9%	...	98%
Asian	80%	1.6%	81.6%	83.3%	84.9%	86.5%	88.2%	...	98%
With Disability	40%	5.2%	45.3%	50.5%	55.8%	61.1%	66.4%	...	98%
Free/Reduced-Price Meals	60%	3.4%	63.5%	66.9%	70.4%	73.8%	77.3%	...	98%
Limited English Proficiency	70%	2.5%	72.5%	75.1%	77.6%	80.2%	82.7%	...	98%

*Annual target is derived by subtracting the baseline from 98 percent and dividing the result by 11. This allows for lower-performing schools/districts to have different target goals than higher-performing schools/districts. Group size would be at least 25. The table found above shows the yearly goals through 2015-16 to establish the pattern but does not show the goal every year after 2015-16 to get to 2022 due to available space on the page. The intent, however, is for the pattern to continue till the goal of 98% is reached in 2022.

Setting AMO Goals for Each Subgroup

Besides having the AMO goal for each school described in the sections above, it is critical to understand that each year, the Kentucky Board of Education (KBE), through its strategic planning process, will set AMO goals for each subgroup at the state, district and school level. Each subgroup will have an individual AMO, which will be reported annually in the School/District Report Card and will call for an intervention plan to raise the achievement of the subgroup. The KBE Strategic Plan and Annual Targets will provide a reporting system that is parallel to the state accountability system.

Utilizing the single AMO score enables districts and schools to simplify reporting for parents and communities. Simplifying the reporting will help alleviate the confusion caused by the current NCLB reporting. However, Kentucky does not want to lose the focus on raising achievement of subgroups. The Focus School methods (see Section 2E) include the required location of 10 percent of the schools with gap scores and through the consultation process the Third Standard Deviation Model (see Section 2Ei, page 65) was added that will capture any district or school subgroup that performs three standard deviations below the ALL group proficiency average for the state. This

will allow Kentucky to capture more schools in the Focus School category than the 10 percent requirement. Also, this will allow Kentucky to capture high-performing schools that may have one or more subgroups performing significantly below the state average.

In addition, Kentucky has been collaborating with Sir Michael Barber and the Education Delivery Institute to develop delivery plans for college/career readiness, proficiency, closing gaps and teacher/principal effectiveness. Working with schools and districts to assist them in meeting their AMO goals is part of the delivery planning process. For more information on delivery plans and an example of the college/career readiness plan, go to the Appendix, Attachment 17 on page 163.

The delivery plan for closing achievement gaps will set annual targets for reading and mathematics as well as for science, social studies and writing for the state, districts, schools and subgroups based on a model similar to Option A, Section 2B of the ESEA waiver. The subgroup performances at the state, district and school levels will be reported as part of the annual progress toward the goal. The goal shall be reducing by half within five years the percentage of students in each subgroup scoring in the non-proficient category. The annual state report cards will provide this level of detail on progress toward goal. An example of what will be reported is found in the table below.

District/School AMO Example for Groups

	Baseline Proficiency	AMO Target	2011-12 Goal	12-13 Goal	13-14 Goal	14-15 Goal	15-16 Goal
All Students	50%	5	55%	60%	65%	70%	75%
White	50%	5	55%	60%	65%	70%	75%
African-American	34%	6.6%	40.6%	47.2%	53.8%	60.4%	67%
Hispanic	40%	6%	46%	52%	58%	64%	70%
Native American	30%	7%	37%	44%	51%	58%	65%
With Disability	40%	6%	46%	52%	58%	64%	70%
Free/Reduced-Price Meals	20%	8%	28%	36%	44%	52%	60%
Limited English Proficiency	34%	6.6%	40.6%	47.2%	53.8%	60.4%	67%
College/Career Proficiency Gap	30%	7%	37%	44%	51%	58%	65%
Overall Gap	40%	6%	46%	52%	58%	64%	70%
Overall Gap	30%	7%	37%	44%	51%	58%	65%

*Annual target is derived by subtracting baseline from 100 percent and dividing result by 2 and then by 5. This allows for lower-performing schools/districts to have different target goals than higher-performing schools/districts.

+Gap groups must have a minimum of 25 students to be reported; however, all students in any ESEA gap group would be reported in the overall gap group.

Key Questions and Answers

1. *What does the state accountability AMO/AYP simulation data look like for a single school?*

Example:

District	School	Achievement Score	Gap Score	Growth Score	College or Career Readiness Score	Graduation Rate Score	Overall Score	Percentile Rank on Overall Score	AMO Goal for Year 1
Bullitt County	Bullitt East High School	13.2	6.0	11.5	8.8	15.8	55.3	51	56.8

2. *Why choose a normative model?*

First, the normative model works extremely well with a continuous improvement model. The goal for all schools is the Overall Score of 100, but the intent of the model is to create incentives for all schools to move toward 100. It also allows for more realistic goals for all schools. The AMO goal is to move one-third of a full standard deviation over a five-year period for the lower-achieving schools. The goals will be seen as achievable because the goals come from Kentucky schools obtaining those scores.

Second, the new Overall Score contains so many data points (achievement, gap, growth, college readiness, graduation rate, Program Reviews and teacher/leader evaluation) that it is difficult to imagine how a criterion-referenced cut score could be obtained. Not only are there many indicators, but each indicator contains multiple data.

3. *Why choose one-third of a standard deviation over a five-year period as the goal?*

Feedback received from the Council of Chief State School Officers' pre-peer review session group warned that moving a full standard deviation in a five-year period seemed overly ambitious. With this warning in mind, Kentucky Department of Education staff took the ESEA Waiver Request to our Technical Advisory Panel called NTAPPA (the National Technical Advisory Panel on Assessment and Accountability) and its members raised the same concern about the goal. In NTAPAA's experience, the members said they had not seen test results move at this rate. Even though Kentucky's system does have a variety of indicators besides test scores, the majority of the model (70%) comes from assessment results. With the warnings from the informal peer review group and the National Technical Advisory Panel on Assessment and Accountability (NTAPAA), Kentucky ran simulation data from the current testing system to discover the impact of various standard deviation goals. The data simulation shows that the initial selection of 20% annual growth would result in greater than 50% of all schools not making AYP.

A discussion was subsequently held by Kentucky Department of Education leadership staff to determine where an appropriate growth goal could be set. It was decided that the best location would be at the spot where approximately a little over half the schools would make their AMOs. If 50% of the schools could make their AMOs, it would mean the other 50% would have a high

number of schools to use as models and it would illustrate that the goal could be achieved. It also sets a high bar to reach.

Based on the rationale above, Kentucky proposes that the best spot for setting the annual standard deviation goal for improvement would be at .07 for low-scoring schools and .035 for schools scoring above proficient. There is a commitment to conduct ongoing research into all aspects of the model as it evolves and to make changes based on the research results. Kentucky will revisit the AMO goal after the first cycle to determine its feasibility.

4. Is moving one-third of a standard deviation in five years significant?

Yes. If all schools move one-third of a standard deviation in five years, the average of all schools significantly rises and pushes the average score for all schools closer to 100. At the end of five years, the averages and standard deviations are recomputed, and continuous improvement moves forward on the march to the score of 100.

5. Why reset the goal every five years?

A normative model uses relative standing between schools for the initial classification. If a one-year distribution is used, that distribution changes every year, and schools have a moving target that is dependent on how other schools perform. By locking the goal for five years, targets become stable. The performance of other schools does not affect the school/district improvement goal or the ability to reach the goal. By locking the goal for five years the normative model gains criterion features. At the end of five years, the goal is re-set with a new distribution, but once again the goal is locked for another five-year period. This model provides for continuous improvement over time.

6. Why choose the 70th percentile for the proficient line?

The 70th percentile allows approximately one-third of the top-scoring schools to be chosen as Proficient Schools. This cut point sets a high bar of performance. Many stakeholders and the public have previously-formed perceptions of percentiles and their link to grades. The 70th percentile allows them to correlate the scores with traditional grading.

7. In Kentucky's model, what is the difference between Annual Measurable Objective (AMO) and Adequate Yearly Progress (AYP)?

Each school will receive a single AMO goal each year. By making the AMO goal, the school has successfully achieved AYP. AMO and AYP are synonymous terms in the Kentucky model.

8. Will there be a research effort to monitor and evaluate the system?

Yes. Kentucky acknowledges this system is new, and it does not have operational data based on the new assessments and metrics. Over the last 18 months, numerous questions have been discussed. We have run simulation data, and it appears the model will work; however, there are a number of research questions that need to be asked over the next few years. Kentucky will conduct annual reality checks to evaluate how the model is working. The evaluation will allow for constant

monitoring and adjustments to fix procedures or problems that arise. Some of these research questions are listed below.

- Will the new Student Gap Group work as intended to make achievement of all students a top priority?
- Will the combination of many metrics into one single Overall Score work as intended?
- Is the goal of growing .07 of a standard deviation each year too easy, too hard or at the right spot?
- Does the normative model provide the incentives to increase student achievement?

9. *What is the percentage of All Students scoring Proficient or Higher on the latest Kentucky Core Content Test?*

Percent Proficient or Higher, Kentucky Core Content Test, Spring 2011

Grade	Reading	Mathematics	Science	Social Studies	Writing
03	80.53	77.69			
04	73.50	74.74	70.53		
05	74.08	65.92		59.76	59.74
06	71.58	69.84			
07	66.78	65.61	64.04		
08	71.36	59.74		60.09	45.22
10	65.90				
11		45.97	41.37	41.49	
12					39.87

Percents on the new Kentucky tests administered in the spring of 2012 are expected to change due to the alignment to the new Core Content and college readiness standards.

10. *Are schools in the Needs Improvement category distinguishable from each other?*

Kentucky’s model keys on a percentile score being assigned to each school and district. Even though 69% of the schools will fall in the Needs Improvement category, at least for the first year, the percentile score attached to the school will clearly label schools along the continuum of the first percentile to the sixty-ninth percentile. The Needs Improvement category, by virtue of the percentile score, does make all schools distinguishable within that label.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools.

Guidance Question: Did the SEA describe its methodology for identifying the highest-performing and high-progress schools as reward schools?

There will be two types of Reward Schools: Highest-Performing and High-Progress.

Highest-Performing Schools

Within the category of Highest-Performing Schools, there will be two levels of schools: Highest-Performing with High Distinction and Highest-Performing.

- Kentucky Schools or Districts of Distinction will include Kentucky's Highest-Performing Schools or Districts that score at the 95th percentile or higher on the Overall Score.
- Kentucky Highest-Performing Schools or Districts will include schools/districts scoring at the 90th percentile or higher.

Schools will not qualify as Highest-Performing if they have been identified as Kentucky Priority or Kentucky Focus Schools.

Method for Highest-Performing Schools - Both categories will be calculated using the Overall Score by level. The Overall Score will be ranked annually from low to high. By level, the scores will be computed to determine both the Schools of Distinction and the Highest-Performing Schools for that year per the criteria cited above.

High-Progress Schools

Schools showing the highest progress will be labeled High-Progress Schools. High-Progress Schools will begin to be identified in Year 2 of the model in order to have two years of data to show improvement.

Method for High-Progress Schools - The Overall Score from Year 1 will be compared to the Overall Score of Year 2. The difference between those two scores will then be rank-ordered from top to bottom. Title I schools in the top 10 percent will be called High-Progress Schools. The top 10 percent of non-Title I schools also will be identified.

Priority and Focus Schools may be identified as High-Progress if they meet the eligibility requirements.

AMO and Graduation Rate Requirement for Highest-Performing and High-Progress Schools

Additionally, Highest-Performing and High-Progress Schools must meet their current-year AMO/AYP goal, and each high school's graduation goal must be above 60 percent for the prior two years.

Progressing Category

In addition, any school that meets its annual AMO/AYP goal will be called a Progressing School. Progressing labels will be applied starting in the second year of the model because the calculation is dependent on two years' worth of data.

Needs Improvement Category

The Needs Improvement category includes all schools below the Proficient line that do not meet AMO/AYP goals.

2.C.ii Provide the SEA’s list of reward schools in Table 2. (See Attachment 9, page 80 of the Appendix).

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Guidance Question: Did the SEA describe how the SEA will publicly recognize, and if possible, reward highest performing and high-progress schools?

703 KAR 5:222, Categories for Recognition, Support and Consequences is the regulation that will describe the rewards or recognition schools and districts are eligible to receive. It was originally approved by the Kentucky Board of Education in August 2011; however, it is undergoing revisions to align the regulation with the ESEA waiver requirements and secure additional constituent review and will come back to the board in either December 2011 or February 2012 for final consideration.

The elements for rewards and recognition will be as follows:

“Each recognized school or district shall be authorized to use a KDE-approved web logo and other promotional materials as may be designated by KDE reflecting the category of recognition earned. Subject to availability of funds, financial rewards may be used in conjunction with other recognition activities, including funding for special professional growth opportunities or support to enable recognized schools or districts to partner with and mentor a lower-performing school or district. Kentucky Highest-Performing Schools and Districts of Distinction shall receive special recognition as determined by the Commissioner.”

The Kentucky Department of Education has received substantial input from stakeholders into the design of the recognition and rewards processes outlined in the regulation. Throughout the developmental process, educators, administrators and other stakeholders were specifically asked to consider the question of how the rewards could be the most meaningful for schools and districts, and they were asked to provide their suggestions for rewards and recognition to be included in the regulation. Considerable discussion ensued around whether the rewards section of the regulation should be more or less specific. The original version of the regulation included a reference to specific types/colors of flags that would be provided to schools at different recognition points. After discussion, it was determined that stakeholders preferred a less specific and more general approach, which would allow sufficient flexibility to adjust the rewards as additional ideas came forward from the field.

As Kentucky moves forward with implementation of the recognition and rewards processes outlined in the accountability regulation, staff will continue to collect and analyze data and obtain the input of teachers, principals, administrators and other stakeholders to assess the relative effectiveness of various types of recognition and rewards practices. The Kentucky Department of Education will continue to work with stakeholders to develop and refine rewards and recognition practices that will be meaningful to staff, while also identifying, magnifying and incentivizing the desired results.

Key Questions and Answers

1. Does the list of reward schools align with the definition of these schools provided in the ESEA Flexibility Document?

In order to find Reward Schools, the Overall Score is used. The Overall Score uses some indicators outside the traditional achievement area. For instance, gap scores, individual growth, college/career readiness and graduation rate play a role in the Overall Score. When simulations for Kentucky’s Reward Schools (Highest Performing Schools and High Progress Schools) were run, the following results were obtained:

	All School Levels				Title I School Levels				Non-Title I School Levels			
	EI	MS	High	All	EI	MS	High	All	EI	MS	High	All
Number of Schools	712	320	224	1256	639	227	60	926	73	93	164	330
Number of Highest Performing Schools	70	30	19	119	54	24	2	80	16	6	17	39
Number of High Progress Schools	73	33	23	129	65	22	8	95	8	11	15	34

*Based on simulated data

For Highest Performing Schools, Kentucky has set the 90th percentile as the cut score to be considered for this category. In order to be fair to all schools, the cut score would be applied to all schools regardless of their Title I or Non-Title I status. If a Title I school falls at or higher than the 90th percentile on the Overall Score, it would be labeled appropriately.

When simulations for Reward Schools with only achievement versus the new Overall Score were run, the following results were obtained:

Levels	Schools by Achievement Only	Schools by Overall Score	Identical Matches	Percent Matches
Elementary	74	78	45	57.7
Middle	33	34	23	67.6
High	24	24	17	70.8
Combined	131	136	85	62.5

*Based on simulated data

Kentucky Department of Education staff is comfortable that the data identified schools appropriately. We expect a different distribution of schools to be identified when all categories of the system are included; however, the percentages in the table above show that achievement still plays a crucial role in the system.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools.

Guidance Question: Did the SEA describe its methodology for identifying a number of lowest performing schools equal to at least five percent of the State’s Title I schools as Priority Schools?

Kentucky Priority Schools will include all the schools identified as persistently low-achieving (PLA), as defined by Kentucky Revised Statute 160.346.

Districts that have an Overall Score in the bottom 5 percent for all districts that have failed to make AYP for the last three consecutive years shall be Priority Districts. (2.D.iii.c)

2.D.ii Provide the SEA’s list of priority schools in Table 2. **(See Attachment 9 on page 80 of the Appendix.)**

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Guidance Question: Are the interventions that the SEA described aligned with the turnaround principles and are they likely to result in dramatic, systemic change in Priority Schools?

Priority Schools

Since Priority Schools are defined as those schools already identified as persistently low-achieving (PLA) by state statute, those schools have or will already receive supports and consequences as required by KRS 160.346 (<http://www.lrc.ky.gov/KRS/160-00/346.PDF>) and 703 KAR 5:180 (<http://www.lrc.ky.gov/kar/703/005/180.htm>). Among those requirements is the necessity to choose one of the four school intervention options-- external management, restaffing (turnaround), school closure or transformation. Each of those options contains the relevant elements of the turnaround principles included in the 1003(g) School Improvement Grant guidance. Included among those elements is removal of the current school leadership unless the commissioner determines otherwise based on findings in the required leadership assessment. (2.D.iii.a)

Kentucky has an extensive, successful and highly regarded process by which it identifies and

intervenes in Priority Schools and Districts. Upon identification as a Priority School through the assessment scores, the school and its district are required to undergo a Leadership Assessment to determine whether the leadership of the school/district has the capacity to lead the intervention process. As Kentucky's method of school governance includes a school-based decision making council, a determination is also made as to whether the council has the capacity to continue in its governance role or whether its authority should be delegated elsewhere. This examination of school governance to evaluate effectiveness in accelerating student learning is an innovative component of the model.

The intervention process is managed through the Kentucky Department of Education's (KDE's) Office of District 180. The office has established three Centers for Learning Excellence, which are staffed with Education Recovery staff that are highly trained and have extensive experience in turnarounds of low-achieving schools. The centers are affiliated with regional universities in the eastern, western and central parts of the state, which allow them to access university faculty and educational cooperative staff that serve those areas. Priority Schools are assigned to the supervision of a center, which is managed by an Education Recovery Director responsible for the oversight of all identified schools and districts in the geographic area. Each school is assigned an Education Recovery Leader, who becomes the lead administrator working with the principal to implement the recovery. Education Recovery Specialists are hired to work specifically with teachers to assist them in building the skills and capacities to dramatically improve student achievement.

The Education Recovery staff begins by putting in place a number of strategies to assure that interventions are begun as quickly as possible. Once the application for School Improvement Grant funds has been approved, training begins immediately with the provision of professional development on the turnaround process for all school personnel. Recovery staff facilitates a short term, 30-60-90-day planning process to determine and prioritize activities that must be accomplished immediately. While this is taking place, capacity building begins with targeted professional development based on needs identified from the Leadership Assessment. Teacher Turnaround Teams are formed by content area, with university faculty, experienced consultants from educational cooperatives, staff from the district central office, Education Recovery staff and KDE staff designing and delivering professional development and working with the Teacher Turnaround Teams. The teams work on problems of practice and methods for facilitating successful professional learning communities.

One of the factors contributing to the success of the District 180 Education Recovery process is that it provides a consistent, proven framework for allocating human capital and fiscal resources to troubled schools, while allowing maximum flexibility for the intervention staff to personalize the methodologies based on the needs of the school, continually revisit and update their data and on that basis, immediately revise or abandon practices failing to generate the desired results.

In addition to the immediate interventions outlined above, Priority Schools make additional, longer-term plans through the Comprehensive School Improvement Plan (CSIP) process. In working through this planning process, the district will assist the school in using a variety of relevant sources, including a valid and reliable measure of teaching and learning conditions to inform the needs assessment that forms the basis for revisions to the CSIP. The school also must

document meaningful family and community involvement in selecting the intervention strategies that will be included in the revised CSIP.

The school's CSIP is required to include the support that the district will provide throughout this process. KDE's commitment to building district capacity is essential for the meeting of desired outcomes in these schools.

Consistent with requirements for all schools in each support category, the CSIP of a Priority School must contain a number of common elements:

- curriculum alignment to ensure the instructional program is rigorous, research-based, based on student needs and aligned with the Common Core Standards
- provision of time for collaboration on the use of data to inform assessment strategies, monitor and modify instruction, and support proficient student work
- professional development to address the goals of the plan
- parental and community communication and engagement
- attendance improvement and dropout prevention
- activities to target the underperforming areas in achievement, gap, growth, college/career readiness and gap.
- activities to target weaknesses in Program Reviews
- activities to target areas of need identified through teacher and leader evaluation measures
- school safety, discipline and non-academic factors such as student social, emotional and health needs
- design of the school day/week/year to maximize teacher collaboration and student learning time
- technical assistance that will be accessed

If identified for a second time, in addition to following the process above, the CSIP will be submitted to KDE for review and approval and posted on the school's website. If identified for the third or more consecutive time, the school must:

- participate in a set of improvement strategies resulting from an accreditation process
- if directed by KDE, accept the assignment of a mentor/partner
- accept ongoing resources throughout the year as assigned or approved by KDE

Priority Districts

The district also will be required to revise its Comprehensive District Improvement Plan (CDIP) using a variety of relevant sources including a valid and reliable measure of teaching and learning conditions to inform the needs assessment that forms the basis for the revisions. The CDIP will be posted to the district's website, include the support to be provided to the school(s) and address the following:

- curriculum alignment within the schools, assuring there is alignment with the common core standards
- evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work

- professional development to address the goals of the plan
- parental and community communication and engagement
- attendance improvement and dropout prevention strategies
- activities to target the underperforming areas in achievement, gap, growth, college/career readiness and gap
- activities to target weaknesses in Program Reviews
- activities to target areas of need identified through teacher and leader evaluation measures
- technical assistance that will be accessed

The district's CDIP is required to include the support that the district will provide throughout this process.

If identified for a second time, in addition to the items described above, the CDIP will be submitted to the KDE for review and approval and posted on the district's website. If identified for the third or more consecutive time, the district must:

- participate in a set of improvement strategies resulting from an accreditation process
- if directed by the KDE, accept the assignment of a mentor/partner
- accept ongoing resources throughout the year as assigned or approved by KDE

KDE will monitor implementation of the plan and provide guidance based on progress reports, data reviews and on-site observations.

Schools and districts will be provided with examples of interventions that they may wish to choose from to address the required components in the CSIP/CDIP. Some examples of the required CSIP/CDIP components and suggested interventions are:

1. Redesigning the school month, day or year to include additional time for student learning and teacher collaboration:

- This may include adding time to the school day, adding days to the school year, changing the master schedule to look for additional time, changing the school calendar to provide additional time, reducing transition time to classes, reviewing the school schedule to look for additional sources of time that might be found.

2. Using data for continuous improvement in teaching and learning:

- Must at a minimum provide time for collaboration on the use of data; use professional learning communities to review specific data; review a multiplicity of types of data to examine the impact of each on student achievement (teacher and student attendance, truancy, student discipline infractions, positive behavior interventions); provide faculty-wide input to determine data interests/needs; provide for faculty-wide review of data to determine areas needing further professional development; examine formative or interim assessments for the purpose of improving instruction; and disaggregate data by subgroups to assist in determining appropriate targeted interventions.

3. Ongoing mechanisms for family and community engagement:

- Establish organized parent groups; hold public meetings to review school performance and assist with developing the CSIP; use parent, teacher and student surveys to determine areas of strength and weakness; continue use of Family Resource/Youth Services Centers (FRYSCs) and other local support providers to help meet student and family needs; continue to use the School-Based Decision Making (SBDM) process for engaging parents in the activities of the school; work with adult education providers to offer parent education classes; and collaborate with parent groups representing students with disabilities, students with Limited English Proficiency and other gap groups to receive their input and ascertain the needs for individual students.

4. Establishing a school environment that improves safety and discipline and addressing other non-academic factors that impact student achievement such as students' social, emotional and health needs:

- Hiring a school resource officer; initiating programs such as a Positive Behavior Intervention System or other systems designed to limit negative student behaviors; introducing a school-wide anti-bullying program; receiving an audit from the Center for School Safety and implementing the recommendations from it; beginning collection and analysis of data on a number of the non-academic factors that impact student achievement; using information from the Kentucky System of Interventions to address school environment concerns; and continuing use of the FRYSCs and other local providers to help meet broader student and family needs.

The implementation of the variety of practices to be implemented to address the needs of Priority Schools and Districts will increase the quality of instruction to all students, improve the effectiveness of leadership and teaching in those schools, decrease achievement gaps and improve student achievement for all groups of students. (2.D.iii.b)

Practices to Improve Student Achievement for English Language Learners, Students with Disabilities and Lowest-Achieving Students and Graduation Rates for All Students

In keeping with the belief that “all children **can** learn, and each child **will** learn”, Kentucky has intentionally embedded the activities and strategies to address the needs of students with disabilities and English language learners into the Unbridled Learning: College- and Career-Ready for All agenda, and has sought to ensure the needs of those students are included throughout all aspects of the work to increase student achievement. Students with disabilities and English language learners are included in the performance data used to identify schools and implement interventions, and are included in both the proficiency and gap reduction components of the accountability system index. They have been included in regular school and district improvement processes in order to ensure they receive the same level of attention through the same planning processes as the rest of the school. This promotes the concept of inclusion and ensures the integration of strategies and activities that may be beneficial to all students.

In the accountability process, the Leadership Assessment of the District 180 Education Recovery

process identifies areas of strength and weakness relative to the instructional needs of these students and other students in the gap, and the planning process for Priority Schools and Districts is the method used to address those needs. Kentucky's Achievement Gap and Proficiency Delivery Plans (Attachments 29 and 30 on pages 317 and 324 respectively of the Appendix) provide additional methods to assure the success of these students, in addition to the strategies and activities that will be identified through the Education Recovery process.

Some of the strategies included in the Gap Plan include the use of the electronic ASSIST tool to guide the planning process for strategies and activities to be used with students in subgroups. The tool will be used to consolidate and increase the likelihood of implementation fidelity through data goals and frequent monitoring of the plan. Specific questions to address the instructional needs of students in the gap subgroups will be asked and additional data on these groups will be collected to ensure their inclusion in the school's planning process. Based on the needs identified through the data collection, the Kentucky Department of Education will assist local school districts to ensure that professional development will be identified and delivered including training on different collaboration models to support students with disabilities and training on how to implement differentiated instructional strategies that will reach these students. Education Recovery staff will receive specific training on strategies for closing the gaps, which will include measures to address these two groups of students. Their experience and expertise will be used as a resource to assist staff working with other schools who are struggling to find "what works" to reach students in the gap.

The "*Guidelines for Closing the Gap for All Students*", a stakeholder-developed guidance document to help schools and districts that are looking for additional methods to approach gap closure will be published and widely distributed, and training will be offered. Because of the intensive stakeholder guidance in developing this document, it reflects suggestions for ensuring community engagement in the process of identifying and addressing gap issues. A summer progression plan will be promoted including the "find a book" website involving a partnership with the Council of Chief State School Officers (CCSSO) and Metametrics.

Other activities that will be implemented include:

- development of an Alternative Individual Learning Plan for students in alternative schools that hold both the sending and receiving schools accountable for their academic progress (many students served in these schools fall into one of these categories);
- providing assistance and support to districts in assuring additional digital learning environments and opportunities designed to engage disenfranchised students;
- development of individual profile sheets in reading and mathematics to monitor the success of students with disabilities and English language learners;
- implementation of the Kentucky System of Intervention (KSI) (Kentucky's Response to Intervention, RtI process), which provides individual identification of student needs and responses tailored to address their learning issues; and
- Monitoring through the ASSIST tool to increase the likelihood of implementation with fidelity.

Additional strategies are included in the Achievement Gap Delivery Plan that can be found as

Attachment 29 on page 317 of the Appendix.

The additional flexibility that the waiver provides will allow districts to target federal funds to target achievement gap subgroups.

Strategies to address graduation rates for all groups of students are included in the Kentucky Department of Education College and Career Readiness Delivery Plan (Attachment 17 on page 163 of the Appendix).

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Guidance Question: Is the SEA’s proposed timeline for ensuring that LEAs that have one or more Priority Schools implement meaningful interventions aligned with the turnaround principles in each Priority School no later than the 2014-15 school year reasonable and likely to result in implementation of the interventions in these schools?

Kentucky has identified as Priority Schools those previously identified as persistently lowest-achieving Schools (PLAs) using the 2009, 2010 and 2011 assessment data. The Priority Schools, due to their previous identification as PLAS, have already been implementing interventions required through School Improvement Grants (SIGs), which are aligned with the turnaround principles. Since the Priority Schools are identified by the state statute defining PLAs (KRS 160.346), the Kentucky Department of Education (KDE) has already begun the process to implement meaningful interventions in schools identified with 2009 and 2010 assessment data and will begin over the next few months to provide the same interventions with those identified with 2011 assessment data. KDE will implement the additional requirements of this waiver request upon U.S. Department of Education approval. The rationale behind the choice of these implementation timelines is to assure that intervention processes to benefit students are put in place as soon as possible.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Guidance Question: Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement exits priority status?

In order to exit the Priority status, the school or district must meet AMO/AYP goals for three consecutive years and must no longer be identified by the applicable percent calculation of being in the lowest 5 percent. This exit goal is the reverse of the calculation that moved the school into the Priority category. By meeting the AMO as described in section 2.D.i. above, the school has made a gain of 21 percent of the standard deviation goal. By moving that far in a three-year period, the school has shown it has made progress and is improving. In addition, the school needs to score at or above a 70 percent graduation rate for three years in a row.

(2.D.iii.c.)

The process is designed to provide a trajectory of continuous improvement for all schools and districts; thus, schools and districts exit their current rewards and consequences status and enter another category when they no longer meet the eligibility criteria for the original category.

Key Questions and Answers

1. *Does the list of priority schools align with the definition of these schools provided in the ESEA Flexibility Document?*

Kentucky chose the Waiver option of using the currently identified Persistently Low-Achieving (PLA) Schools as the new Priority Schools. Forty-one PLA/Priority Schools have been identified, are receiving services, and have made the choice to use one of four turnaround models. Since the PLA list is being used for the new Priority School list, the identification for this group of schools is identical in both the older NCLB model and the new Kentucky model. PLA Schools were identified by student achievement on Kentucky’s previous summative assessment, the Kentucky Core Content Test, in reading and mathematics; graduation rate; and Title I status. The final numbers match the current School Improvement Grant (SIG) requirements and meet the Waiver option of using the state’s current SIG schools for Priority Schools.

Priority Schools	Total Number of Schools	Title I Schools	Non-Title I Schools
Total number of schools	1148	818	330
Total number of priority schools required to be identified	n/a	41	n/a
Total number of schools on list generated based on overall rating that are currently-served Tier I or Tier II SIG schools	41	24	17
Total number of schools on list generated based on overall rating that are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent over a number of years	4	3	1
Total number of schools on list generated based on overall rating that are among the lowest-achieving five percent of Title I schools	30	20	10

*Based on 2011 NCLB Data

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.”

Guidance Question: Did the SEA describe its methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as focus schools?

Focus Schools:

The student gap group score, described in Section 2A, will be used to determine the Focus Schools. There will be three ways to become a Focus School:

(1) The Student Gap Group Score will be ranked for all schools in the state. The schools in the lowest 10 percent of the student group gap scores by level will be called Focus Schools if they also have missed AYP for the past two years. The list will identify the lowest 10 percent of all schools in the state. All schools, both Title I and non-Title I, can be Focus Schools. (If necessary, the list would be increased until at least 10 percent of the Title I schools are included as Focus Schools.)

OR

(2) Kentucky recognizes the importance of individual gap groups; therefore, individual group data is not lost in the model. All schools with individual gap groups underperforming in the third standard deviation below the mean (called Third Standard Deviation Model) will be called Focus Schools. The calculation is done by comparing each individual gap group to the average of all students in the state. In practical terms, this calculation can be considered an AMO goal for each subgroup in a school.

OR

(3) Any high school with a graduation rate below 60 percent for two years in a row will be a Focus School.

Method for Calculating Focus Schools: Third Standard Deviation Model

By level, (elementary, middle and high), the state average for proficient/distinguished in each subject area (reading, mathematics, science, social studies and writing) will be computed. In addition, a standard deviation by subject area for all students will be computed. For each subject area, the third standard deviation below the mean of all students will be the cut score to determine if an individual subgroup becomes a Focus Group. If an individual subgroup by level and subject falls below the third standard deviation cut score, that subgroup will place the school into the Focus School category. Across the level, the subgroup needs at least 25 students.

Focus Districts:

Districts that have a Student Achievement Gap Group Score in the bottom 10 percent of Student Gap Group Scores for all districts will be identified as Focus Districts.

Key Questions and Answers

1. Has Kentucky gone beyond the minimum requirements for Focus Schools?

Yes. By adding a Third Standard Deviation Model, there is, in practicality, another AMO goal around individual gap groups. The Third Standard Deviation Model allows Kentucky to locate individual subgroups across all schools in each subject area that need to be targeted for improvement. When reporting scores to the public, Kentucky will list the individual subgroups

that triggered the school to be placed into the Focus Schools category as well as show the performance for all subgroups in the school.

2. *Does the model catch low-performing subgroups in high-performing schools?*

Yes. A Third Standard Deviation Model calls for locating individual underperforming subgroups in all schools. The Third Standard Deviation Model looks for individual subgroups that are underperforming compared to the average of the “all” students group by at least three standard deviations. This means any individual subgroup in any high-, middle- or low-performing school may be targeted as a Focus School for interventions. In simulations run with current Kentucky assessment data, 364 of all schools would be listed as Focus Schools due to the Third Standard Deviation Model.

2.E.ii Provide the SEA’s list of focus schools in Table 2. **(See Attachment 9, page 80 of the Appendix.)**

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Guidance Question: Did the SEA describe the process and timeline it will use to ensure that each LEA identifies the needs of its Focus Schools and their students and provide examples of and justifications for the interventions the SEA will require its Focus Schools to implement to improve the performance of students who are furthest behind?

Overview of Determining Focus School Needs

Kentucky’s accountability system will ensure that school districts identify the specific needs of their Focus Schools and their students, and furthermore, that they will take appropriate steps to intervene to improve the performance of students who are the farthest behind.

A central tenet of Kentucky’s support and monitoring activities for all of its schools and districts centers on the Comprehensive School/District Improvement Planning process. Comprehensive School/District Improvement Plans (CS/DIP) are developed through a process that is described in greater detail in 2.F., Incentives and Supports for Other Title I Schools. The Improvement Plans for Focus and Priority Schools/Districts differ from those required of the remainder of Kentucky’s schools/districts, in that they require the plans to include additional requirements (outlined specifically below) related to their gap issues and to address how they will address these additional requirements.

To ensure the local education agency (LEA) is involved in identifying the needs of its Focus Schools, and ensuring that it implements appropriate, timely and effective interventions, Kentucky requires activities of both the Focus School and its district. The district is required to assist the school throughout the needs assessment process using data from a variety of sources

and to work with the school throughout the development of the plan. The Kentucky Department of Education (KDE) regularly convenes a statewide Raising Achievement/Closing Gaps Council that has developed a guidance document that schools and districts must use to inform the direction of their plans, and the council remains available to provide additional, evolving resources in this area as these develop.

As a result of this collaborative effort, the school's plan will include the support to be provided by the district, and the district will review the completed plan to assure that the resources to implement the plan are available. Plans are to be posted on the school's website to ensure widespread dissemination and promote transparency throughout the process.

The extensive education recovery work of the Office of District 180 with Priority Schools will provide research-based interventions and resources that may be accessed by Focus Schools and Districts based on the needs identified through the planning process. As a part of the monitoring process, the plans of Focus Schools will be monitored by cross-functional teams of KDE staff who will review submissions, assess levels of implementation and recommend new or revised interventions as needed.

The framework requires the early and continued involvement of LEAs in working with their Focus Schools. LEAs are expected to be primarily responsible for the compliance of their schools, with additional, more intensive oversight by KDE coming into play when and if the strategies outlined in the comprehensive plan do not appear to be achieving sufficient gap closure to allow the school to exit from the Focus category within a two-year timeline.

Process – Focus Schools

The initial step in the accountability process is notification by the commissioner of education of a school's status as a Focus School. Within 90 days, each identified Focus School must review and revise their Comprehensive School Improvement Plan (CSIP) and post it on the appropriate website. The revisions require the use of a variety of relevant sources, including a valid and reliable measure of teaching and learning conditions to inform the needs assessment that forms the basis for the revisions. The needs assessment and the revised plan will be informed by guidance from the Commissioner's Raising Achievement/Closing Gaps Council (CRACGC).

CSIPs for Focus Schools must contain:

- curriculum alignment to ensure the instructional program is rigorous, research-based, based on student needs and aligned with the Common Core Standards
- provision of time for collaboration on the use of data to inform assessment strategies, monitor and modify instruction, and support proficient student work
- specific strategies to address the within-school gaps in achievement and/or graduation rates between the highest-achieving subgroup and the lowest-achieving subgroup
- professional development on the goals of the plan
- parent and community engagement
- attendance improvement/dropout prevention strategies
- activities to target the underperforming areas in achievement, gap, growth,

college/career readiness and gap

- activities to target weaknesses in Program Reviews
- activities to target areas of need identified through teacher and leader evaluation
- school safety, discipline and non-academic factors such as student social, emotional and health needs
- design of the school day to maximize learning time
- technical assistance that will be accessed

If Focus Schools remain in that category and do not meet the definition of a High-Progress School for three consecutive compilations of an Overall Score, they must revise the CSIP to meet the requirements for Kentucky Priority Schools, submit it for approval by the Kentucky Department of Education (KDE) and post it on the appropriate website. If this occurs for a fourth time, they must, in addition to the above:

- participate in a set of improvement strategies resulting from an accreditation process
- if directed by the KDE, accept the assignment of a mentor/partner
- accept ongoing resources through the year as assigned or approved by KDE

Process – Focus Districts

The initial step in the accountability process is notification by the commissioner of education of district's status as a Focus District. Within 90 days, each identified Focus District must review and revise their CDIP and post it on the appropriate website. The revisions require the use of a variety of relevant sources, including a valid and reliable measure of teaching and learning conditions to inform the needs assessment that forms the basis for the revisions. The needs assessment and the revised plan will be informed by guidance from CRACGC. The CDIP will be posted to the district website, include the support to be provided to the school(s), and address the following:

- curriculum alignment within the schools; assuring there is alignment with the Common Core Academic standards
- evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work
- specific strategies to address gaps in achievement and graduation rates between the highest-achieving student performance group and the lowest-achieving student performance group(s)
- professional development to address the goals of the plan
- parental and community communication and engagement
- attendance improvement and dropout prevention
- activities to target the underperforming areas in achievement, gap, growth, college/career readiness and gap
- activities to target weaknesses in Program Reviews
- activities to target areas of need identified through teacher and leader evaluation measures
- technical assistance that will be accessed

The district's CDIP is required to include the support that the district will provide throughout

this process.

If Focus Districts remain in that category and do not meet the definition of a High-Progress District for three consecutive compilations of the Overall Score, they must revise the CDIP to meet the requirements for Kentucky Priority Districts, submit it for approval by the KDE and post it on the appropriate website. If this occurs for a fourth time, they must, in addition to the above:

- participate in a set of improvement strategies resulting from an accreditation process
- if directed by the KDE, accept the assignment of a mentor/partner
- accept ongoing resources through the year as assigned or approved by KDE

Timelines

Kentucky will provide a tentative identification of Focus Schools/Districts based on the results from the 2010 and 2011 assessment scores. Full implementation of the model will occur with the identification of schools following the administration of the 2011-12 assessment.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Guidance Question: Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status?

Focus Schools - 10% Model: In order to exit the Focus Schools category in the 10 percent model, the student gap group would need to be above the lowest 10 percent category, show improvement and meet AMO/AYP for two years in a row. By moving the groups out of the lowest-performing gap groups, the school has demonstrated an intentional focus on and success with improving the achievement of the gap group students.

Focus Schools – Third Standard Deviation Model: In order to exit the Focus Schools category in the Third Standard Deviation model, the individual subgroup that triggered the school’s placement in the category would need to rise above the third standard deviation cut score and show improvement. Additionally, the school would need to meet AMO/AYP for two years in a row.

Focus Schools – Graduation Rate: If the school is a Focus School due to graduation rate, the school must have a graduation rate higher than 70 percent and meet AYP for two years in a row to exit this status.

Focus Districts also would need to be above the lowest 10 percent category to exit this status.

Key Questions and Answers

1. Does the list of Focus Schools align with the definition of these schools provided in the ESEA Flexibility Document?

Kentucky’s Focus School identification method, due to the 10% rule, the third standard deviation model, and the graduation rate, locates a number of schools beyond the requirements of the Waiver definitions. All schools would be provided services for improvements, but the lowest scoring Title I schools would receive priority. See the chart below.

	All School Levels				Title I School Levels				Non-Title I School Levels			
	EL	MS	HS	All Levels	EL	MS	HS	All Levels	EL	MS	HS	All Levels
Number of Schools	712	320	224	1256	639	227	60	926	73	93	164	330
Total Focus Schools	214	125	70	409	192	72	14	278	22	53	56	131
Graduation Rate < 60 (Not Priority School)			0	0			0	0			0	0
Graduation Rate < 60 (Priority School Not Identified as Focus)			4	4			3	3			1	1
Bottom 10 %	114	31	20	165	107	25	11	143	7	6	9	22
3 Standard Deviations	168	112	59	339	147	60	5	212	21	52	54	127

*Based on Simulated data

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY AND FOCUS SCHOOLS -- SEE ATTACHMENT 9, PAGE 80 OF THE APPENDIX FOR KENTUCKY’S LIST OF SCHOOLS.

Requested Totals for Table 2 – All Schools and Title I Schools

Level	Number of Schools	Title I Schools	All Schools - Reward	Title I Schools - Reward	All Schools - Priority	All Schools - Focus	Title I Schools - Focus	Title I Schools w/Graduation Rate <60%
Elementary	712	639	125	103	0	214	192	n/a
Middle	320	227	56	40	9	125	72	n/a
High	224	60	34	9	32	70	14	3
All Levels	1,256	926	215	152	41	409	278	3

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

- 2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Guidance Question: Does the SEA's differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps? Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for students?

Kentucky's accountability system is designed to identify and support those schools and districts that are struggling, reward those schools/districts that have proven their ability to improve student achievement and provide support for both Title I and non-Title I schools that are not identified in either category.

As mentioned earlier, Kentucky's support and monitoring activities for all schools and districts center around the development, revision and monitoring of the Comprehensive School Improvement Plan (CSIP) or Comprehensive District Improvement Plan (CDIP). Schools that have been identified as Focus or Priority Schools/Districts have specific process and content requirements for development of the CSIP/CDIP relative to their status. All other schools and districts are required to complete a plan, but the requirements are not as prescriptive as those for the Focus Schools and Districts.

To explain in more detail, the CSIP/CDIP process requires a needs assessment to be completed that includes parents, students and community involvement in the development process. Committees analyze data related to the nine Standards and Indicators for School Improvement, which are also the basis for the Leadership Assessment process used to identify School Improvement Grant (SIG) schools. (See the following link for the Standards and Indicators for School

Improvement: <http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Standards+and+Indicators+for+School+Improvement>.)

The committees use the data to determine the school's or district's needs. That data is synthesized into causes and contributing factors, translated into needs and then prioritized. Goals, objectives, strategies and activities are developed to address the priority needs. The strategies and activities to address the goals must be research-based, proven to be effective or noted as instructional best practices. Each strategy receives a person responsible, timeline and funding source. The process requires a review of the previous year's plan to evaluate its effectiveness, which is used to inform the development process for the new plan and includes a plan for ongoing public communication.

In an attempt to decrease the time and paperwork burden on local schools and districts, Kentucky decided to work with a vendor to provide an automated process for development and submission of the plans. The selected vendor chosen as a partner in this venture is AdvancEd, which administers the Southern Association of Colleges and Schools (SACS) accreditation and is recognized across the world as the leading organization for school and district improvement and accreditation.

Through the use of AdvancEd's ASSIST (Adaptive System of School Improvement Support Tools) the Kentucky Department of Education (KDE) intends 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 implementation of electronic plans. It will provide 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 process provides a support and intervention component, as the system requires a data analysis process that will lead to identification of the root causes leading to low student performance among subgroups. This will enable schools to create a strategic plan that directly addresses the root causes and to effectively monitor 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 will flow from the school and district planning processes. The online tools allow school districts to upload a number of compliance documents, send them electronically to KDE and receive feedback. It provides the state education agency a centralized location for all monitoring documents and activities, and it is anticipated that ASSIST will reduce or eliminate some monitoring activities that had in the past been performed on-site.

To further assist KDE in supporting these schools and districts, cross-functional teams with representation from all areas of the agency will be assigned to review the submissions from all school districts and assess weaknesses that could become obstacles to successful completion of the plans. The teams will assess levels of implementation and recommend appropriate and targeted interventions specifically designed to address the identified concerns.

In order to incentivize schools that are not making progress in improving student achievement and closing achievement gaps, Kentucky has included in its accountability system a provision that, beginning in 2013, will deny rewards and recognition to any otherwise-eligible school that fails to meet its AMO target.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
 - iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Guidance Question: Is the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, likely to succeed in improving such capacity?

The Kentucky Department of Education's (KDE's) monitoring and accountability process was specifically designed to build capacity at the state and local levels and to ensure that, following an intervention process, schools and districts would have a greater understanding of the organization and practices necessary to run a successful school centered around student achievement. As previously discussed, the foundation of the process is the work of the department's Office of District 180 and the intensive intervention strategies the office will employ with the Priority Schools and Districts to radically improve struggling schools. This process was originally developed to meet the requirements from the U.S. Department of Education for addressing the needs of persistently lowest-achieving schools and has been successfully implemented for the previous two years on those schools. Based on analysis of this year's statewide assessment results from participating schools, the process has been extremely successful in increasing student performance and improving the schools' capacity. Staff monitoring Focus Schools and other non-rewards schools will have the ability to access the information and resources used with these schools in order to build capacity with the schools and districts under their purview.

The improvement process in Focus Schools with its requirement for gap-specific targeted planning and implementation also is designed to make sure that capacity is built at both the district and school levels. The plan development, resources available through the electronic planning and monitoring ASSIST (Adaptive System of School Improvement Support Tools) tools and interaction with the KDE cross-functional, cross-agency teams accessing District 180 resources will work together to ensure that successful practices are learned and incorporated into the ongoing work of the school and district. Equity and gap closure is a core value in Kentucky's reform agenda and is evidenced throughout this waiver request.

KDE plans to take advantage of all opportunities available to consolidate and target federal

funding sources to assure sufficient support can be provided to successfully implement the interventions outlined in this application.

Priority Schools

The Office of District 180 provides educational recovery services that focus on the Priority Schools and Districts identified for school improvement to provide supports and raise expectations for students in the lowest-achieving schools and allow more of these students to graduate college- and career-ready. Three locally-based Centers for Learning Excellence (CLE) are located in Kentucky universities in the east, west, and central parts of the state, and each identified school/district will be assigned to a center. The CLEs are staffed by an Education Recovery Director (ERD), who manages the process in all the assigned schools and districts in his/her region and serves as a liaison with KDE, the appropriate regional education cooperatives and the center. An Education Recovery Leader (ERL) is assigned to each school and becomes the lead administrator in the school. Both ERDs and ERLs are identified from a pool of applicants who have experience in leading schools to improve achievement and closing achievement gaps. Along with these staff, Education Recovery Specialists (ERS), who specialize in working with teachers to make dramatic improvement in instructional practice that leads to improved student learning, are assigned to each school. The centers coordinate the support being provided to these Priority Schools/Districts.

Once a school/district has been identified, intervention efforts begin with their assignment to a CLE and the assignment of Education Recovery staff. Once the content of their application for School Improvement Grant (SIG) funding has been approved, specific school improvement training is provided to all staff to begin the process. The planning process, which is facilitated by the Education Recovery staff, identifies areas in need of additional attention. Capacity building begins with the delivery of targeted professional development, including the use of Teacher Turnaround Teams, a collaborative effort with representatives from KDE, the CLE and the school). These schools are required to have short-term 30-, 60- and 90-day plans and have access to the planning and monitoring component of ASSIST. These initial plans address the immediate activities that will occur and the expenditure of school improvement funds to support the activities.

Kentucky is fortunate in having extensive experience in identifying and successfully intervening in low-achieving schools and districts. For approximately 20 years, Kentucky has had an accountability mandate by virtue of state law and a requirement to identify and further train the most skilled educators in the state. Therefore, cadres of highly-trained, experienced individuals who are knowledgeable about the elements that make a school successful are continually available. Research-based strategies and activities, proven practices and extensive resources have been collected and maintained. The implementation work of the Office of District 180 provides a framework for addressing the needs of other low-achieving schools and the District 180 in-house and contract staff serve as advisors and resources to other Frankfort-based staff working with Priority Schools/Districts and other low-achieving schools and districts.

Focus, Progressing and Needs Improvement Schools/Districts

The Focus, Progressing and Needs Improvement Schools or Districts will be monitored by specifically assigned KDE staff as they oversee the revision and implementation of the improvement plans. Staff will review the submissions from these school/districts and assess weaknesses that could become obstacles to successful completion of the plans. Staff will assess levels of implementation and recommend appropriate and targeted interventions specifically designed to address the identified concerns.

Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP) monitoring and technical assistance for these schools and districts will be through the cross-agency, cross-functional department team to which the schools/districts have been assigned. The teams have representation from all areas of the agency and are expected to establish ongoing relationships with the districts/schools they monitor. Through that process, the team will be better equipped to identify areas in need of assistance and work with schools/districts to locate appropriate resources and support.

Holding School Districts Accountable

In addition to the above monitoring requirements, KDE will have a requirement to review and approve all submissions as part of 703 KAR 5:222 (under revision to incorporate ESEA waiver requirements and secure constituent review), to monitor implementation of district plans and provide necessary guidance based on information gathered from sources including, but not limited to, progress reports from the district, data reviews and on-site observations. State and local accountability is outlined in this proposal and while KDE holds districts accountable, there also is a clear expectation for districts to hold their schools accountable. Hence, school districts are expected to be primarily responsible for the compliance of their schools.

The automated ASSIST system provides the state agency with monitoring capacity arising out of the school and district planning processes. It will allow school districts to upload a number of compliance documents, send them electronically to KDE and receive feedback. It will provide the state agency with a centralized location for all monitoring documents and activities and should reduce the number and frequency of on-site visits required. The purpose for implementation of ASSIST was to make school district reporting requirements less burdensome on schools/districts and to streamline and make state agency monitoring efforts more efficient.

Sources of Funding

Kentucky plans to use the following federal funding streams to support implementation of its differentiated accountability, consequences and support system:

- 1003 (a) funds will be targeted toward academic achievement and building capacity in Priority and Focus Schools.
- Any present or future 1003(g) funds will be awarded to Priority Schools.
- Transfer of funds from other eligible federal sources will be allowed, within specific

guidelines.

- Districts will have the option to designate future 21st Century Community Learning Centers funding to support extended learning opportunities occurring within the school day as well as during non-school hours or periods when school is not in session.
- Title I, Part A “set-asides” will be used to support school improvement activities, especially in Focus and Priority Schools.
- Schools receiving assistance under RLIS or SRSA will be encouraged to direct this funding toward their lowest-performing schools – Priority and Focus Schools.
- Title II highly-qualified teacher funding will assist in supporting elements of the system relative to teacher retention, recruitment and capacity building.
- Priority and Focus Schools that do not meet the 40% poverty guidelines for eligibility to operate a school-wide program will be allowed to become school-wide programs if other requirements are met.
- Kentucky will allow the use of Title I funding for rewards in Reward Schools.

Specific Uses of Federal Funds

Federal funds will be used to deepen the work of the District 180 Education Recovery process relative to Priority Schools and extend the results of this work to Focus Schools and other schools in need of assistance. Funds will be utilized in a targeted way to build capacity for change and improvement in Priority Schools and to develop replicable systems in Priority/Focus Schools in order to address low achievement and achievement gaps. Removal of restrictions on the use of these funding sources will allow the state to direct substantial resources to the schools with students having the greatest need.

1003(a) funding will be divided and distributed in two different ways. Schools will first receive funding based on a per-pupil amount. The funding would be used to implement school-specific, data-identified needs. Once schools have begun implementation, they will have the opportunity to apply for additional funds to implement new, research-based approaches through application to the Innovation Fund. Innovation grant applications will require the district to provide assurances, prior to receipt of the award, that the initial per-pupil amount and the “set asides” are being used consistently with requirements, are allocated in support of school improvement, and are focused on the lowest-performing schools. Funds will be used for:

- Leadership assessments to determine school and district status and leadership capacity to successfully implement reform
- Additional staffing (Educational Recovery staff) to support the turnaround processes taking place within the school/district with the goal of building sustainable systems and capacity
- “Turnaround school” training events and follow-up from those events to assure consistent and accurate understandings
- Regional Centers for Learning Excellence that coordinate the work of all identified schools and districts in need of improvement in their assigned region
- Activities to support teacher capacity-building, recruitment, and retention, such as Teacher Turnaround Teams (TTT). These teams of teachers within a school will be provided immediate, targeted, intensive professional development on school

improvement and continue to meet throughout the school year. Follow-up and coaching to the training will be conducted in the classroom setting to assure that the learning is transferred. Summer Institutes will continue this learning and allow the teacher teams to form groups by subject area to focus on individual needs of students and receive additional assistance in those areas. The professional learning communities these teachers form as a result of their involvement in the TTTs will become embedded practice. Teachers will become incentivized, through payment for additional days in the summer to first attend the TTT meetings and then to continue the process by training other teachers in the process. This additional pay will serve as a motivator to ensure that highly effective teachers are matched with the students of greatest need.

- Establishment of an “Encircle Each Student” plan. This process will identify a number of extremely capable students that might not otherwise be expected to be successful. Twenty-First Century Community Learning Centers funding may be used to support this activity.
- Development and successful implementation of the ASSIST (Adaptive System of School Improvement Support Tools) planning and monitoring tool, which will be central to the Comprehensive School and District Improvement Plan process used in Priority, Focus, Progressing, and Needs Improvement schools. (See Kentucky’s waiver request, pages 48, 49, 50, 73, 84, 85, 86, 87, and 89 for references to ASSIST.)
- Identification of teams to provide additional support to Focus Schools in individualizing their school plans and differentiating follow-up based on their needs as identified through the ASSIST planning and monitoring tool
- Diagnostic reviews of alternative pathways to success available to students, such as alternative school programs and digital learning opportunities, and providing support to increase access to college and career readiness for non-traditional students
- Implementation of a networking plan that provides Priority and Focus Schools a web presence to exchange ideas and successful practices

Support to Assure Successful Interventions

Kentucky is committed to assuring that appropriate support is available to ensure the successful implementation of the intervention strategies within the accountability system, and the building of state and local capacity through that process. In addition to the funding made available through flexibility waivers, Kentucky will leverage the use of currently-existing state and private funding sources, and current levels of Kentucky Department of Education (KDE) staffing to support the successful implementation of the accountability system.

As Kentucky has implemented the District 180 Education Recovery process for the last two years to serve persistently low-achieving schools, KDE is confident in the ability of the agency to support the process. Multiple state-level funding sources assist with implementation of the process, although the number of schools in need of service has increased this school year. The funding flexibility that the waiver would provide will allow for extension of the process to additional schools and implementation of the strategies listed above.

The planning and monitoring tools provided through the ASSIST system are already in the development process as the state is committed to providing an automated planning/monitoring

system for schools and districts in order to relieve paperwork and reporting burdens. Additional federal funding available under the ESEA waiver flexibility would help to assure that the system is sufficiently robust to provide highly effective local practices and that sufficient staff support is available to ensure successful local deployment. As with any major improvement effort, Kentucky will monitor implementation, evaluate the effectiveness of the intervention process, and make mid-course adjustments as needed to assure the success of the accountability measures outlined above.

Granting of the ESEA waiver request is vital for Kentucky to be able to creatively combine sources of federal and state funding to effectively support implementation of interventions by schools and local education agencies. It is also central to successful implementation of the state agency's system. Kentucky will be able to use 1003(a) funds to support District 180 education recovery activities in Priority Schools and the comprehensive planning process in Focus Schools, which will provide greater assistance to a more targeted number of schools than previously allowed. Expanding the use of the 20% LEA set-aside of 1116 (b) (10) funds previously used to provide supplemental education services, transportation and professional development will allow additional funds for use at the local level to support implementation of KDE-approved professional development and other school-specific needs as identified through the comprehensive planning process. Eliminating the 40% poverty requirement for Priority and Focus Schools to operate school-wide programs, if needed, will assure more thoughtful, comprehensive, and cohesive local interventions. Allowing greater flexibility to transfer funding from other programs into the Title I program will provide additional financial support to be redirected to improvement activities, and will encourage greater integration of the planning process to ensure that the needs of all programs can be addressed and the combined funding can be most effectively leveraged.

KDE plans to take advantage of the financial flexibility allowed through the waiver to most effectively support implementation of the interventions in the lowest-achieving schools. Any remaining funds may be offered to the lowest-achieving schools on a competitive basis.

Quality of Vendors

Questions have arisen regarding the means by which states assure that external staff hired to assist with implementation work are of sufficient quality and experience. Kentucky has a number of protections designed to ensure that this is occurring. First, the state must abide by bid law requirements. Under these laws, procurements involving technical or complex requirements are bid competitively through negotiations or by formal Request for Proposal (RFP). Both require a formal bid process through an open solicitation and an award made consistent with requirements of the Model Procurement Code. The RFP process allows program staff the ability to set specific qualifications and require specific evidence of those qualifications, such as curriculum vitae of the staff responsible for the work, previous work of a same or similar type that has been recently completed and lists of references that may be contacted. These are evaluated against the requirements listed in the RFP to determine the winning proposal. If no satisfactory candidate has applied, the agency is not required to select a proposal and can rebid the process, if desired.

In the past, Kentucky has directly hired a number of vendors with which low-achieving schools and districts may contract to receive services that are identified as necessary through the planning process. This is an additional means by which the state can control the quality of vendors available for selection. (2.G.a.i)

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A <input checked="" type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B <input type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 	<p>Option C <input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
---	--	--

	school year (see Assurance 14).	
--	---------------------------------	--

Guidance Question: Has the SEA developed and adopted guidelines consistent with Principle 3?

Kentucky selected Option A above.

Overview of Developing and Adopting Guidelines for Local Teacher and Principal Evaluation and Support Systems

The Kentucky Board of Education (KBE) set the vision to have every student taught by an effective teacher and every school led by an effective principal. Specifically, the development of a comprehensive professional growth and effectiveness system became one of the critical pillars of the state’s Unbridled Learning strategic initiatives. The strategic plan of the Kentucky Department of Education (KDE) includes a specific goal to create a fair and equitable system to measure teacher and leader effectiveness. The system will consist of multiple measures including student growth, professional growth, artifacts and evidences, student/parent voice, peer observations, teacher self-reflection and classroom observations. The principal effectiveness system will incorporate the Val-Ed 360 process and use of the Teaching, Empowering, Leading, and Learning Kentucky (TELL Kentucky) Working Conditions Survey data to support school improvement planning.

The development of Kentucky’s Professional Growth and Effectiveness System includes the principles found in this ESEA waiver request proposal. The development and adoption of guidelines, the process for implementation, policy development and the proposed monitoring and technical guidance are outlined below but will continue to be informed by ongoing, current research in the field that has been used to inform Kentucky’s journey toward educator effectiveness.

Detailed Narrative on Developing and Adopting Guidelines for Local Teacher and Principal Evaluation and Support Systems

Background

Recognizing the need for stakeholder involvement and the will to develop and implement a new evaluation system, Kentucky Commissioner of Education Terry Holliday created two statewide steering committees charged to “provide guidance and oversight on the design, development and deployment of the Teacher and Principal Professional Growth and Effectiveness system.” The key strategies to design and implement the effectiveness system include collaboration with education partners and the intentional involvement of school districts and schools. Teacher and Principal Effectiveness Steering Committees were formed, representing the Kentucky Association of School Administrators, Kentucky School Boards Association, Kentucky Education Association, Jefferson County Teachers Association, Council on Postsecondary Education, colleges and universities, Education Professional Standards Board, parents, and teachers, principals and superintendents from participating volunteer districts. Membership on the steering committees has evolved over the course of the year in an effort to meet the steering

committees' requests to ensure voices from the volunteer districts that are piloting the system are accurately communicated to the steering committees. Teacher and principal perspectives are a pivotal part of the efforts underway.

In July 2010, Commissioner Holliday shared the proposed implementation plan with the state legislature's Interim Joint Committee on Education. Representatives from the steering committees, specifically education partners, pledged their support and promised active participation in the development of the professional growth and effectiveness system. The 2010 Interim Joint Committee presentation can be found at the following

link: <http://www.education.ky.gov/KDE/Administrative+Resources/Commissioner+of+Education/Commissioner+Hollidays+Presentations/20100712+Kentucky+Proposed+Teacher+and+Principal+Professional+Growth+and+Evaluation+System.htm>

Guiding the Development

As a state, Kentucky must address six components within the teacher/principal effectiveness system in our waiver proposal and the Kentucky Board of Education must adopt the system prior to June 30, 2012. The components are as follows:

- continuous improvement of instruction
- meaningful differentiation of teacher/principal performance using at least three performance levels
- multiple measures of effectiveness including use of student growth data (both state standardized tests and formative growth measures that are rigorous and comparable across schools in a district) as a significant factor
- regular evaluation (most likely annual)
- clear and timely feedback to include opportunities for professional development
- use of the system to inform personnel decisions

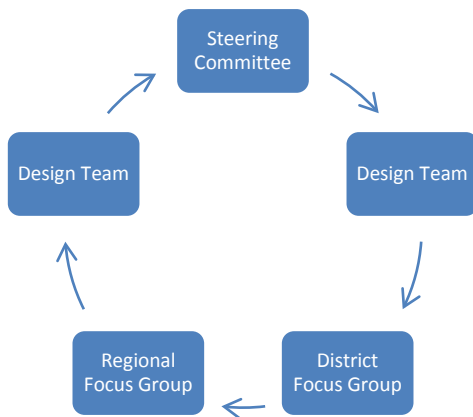
The revision of the current certified personnel evaluation system would include a dynamic shift from individually approved evaluation systems to a statewide valid and reliable system focused on the professional growth of educators and student growth and achievement. This change is necessary to meet the expectations of Unbridled Learning and to ensure all students are college- and career-ready.

Kentucky is committed to including multiple measures in the new system such as student growth, professional growth, artifacts and evidences, student/parent voice, peer observations, teacher self-reflection and classroom observations. The Kentucky Board of Education and Kentucky Department of Education, in partnership with the two steering committees, also are committed to the following:

- no public reporting of individual teacher data
- not supporting student growth as a single measure for making personnel decisions
- agreement that an educator effectiveness model focused on continuous improvement is only beneficial if the data and information from the system are used to improve instructional practices leading to improved student learning outcomes

The Teacher and Principal Effectiveness Framework was developed as the state's first

deliverable related to this work. The state, working alongside the Steering Committees' members, initiated a process to fully engage volunteer districts and schools in the early development work. The process became known as the focus group cycle. This cycle began with the steering committees providing guidance and direction to volunteer districts through a group of facilitators known as the Integrated Design Team (IDT). The IDT lead district and regional focus group meetings through an iterative process involved the development of standards, domains and descriptors as part of the overall effectiveness framework. The data gathered through this process were synthesized and presented to the steering committees for recommended guidance and decision making as outlined in the diagram below. (3Ai)



Framework Development

In an effort to jump-start the identification of the characteristics of effective teaching practices, participating districts began the year using a rubric of teacher effectiveness that was the result of Wallace Foundation work guided by the Kentucky Department of Education (KDE) from previous years. The rubric served as a baseline for the Teacher Effectiveness Steering Committee and the volunteer districts. Edvantia has provided technical assistance to KDE throughout the development process. Specifically, Edvantia consultants have played an instrumental role in sharing the process for validity and reliability relative to the rubric design. At the meeting facilitated by Edvantia, the integrated design team also shared the website, www.kyprofessionalgrowth.webs.com, where notes from district and regional focus group meetings are stored, along with many other resources. Changes to the initial Wallace Foundation Rubric to create the Teacher Effectiveness Framework 2.0 was an outgrowth of the regional focus group work. (3Ai,ii)

The Teacher Effectiveness Framework 2.0 had a horizontal layout, with the “accomplished” expectation nearest the standard (one of the recommendations from the steering committee). There also were changes in the language of the descriptors that were clearer and more concise, avoiding words such as “regularly” or “occasionally.” The Wallace Foundation rubric had a numbering scale from 1-8 that caused concern for many members of the steering committee. After discussing options with the volunteer districts, and without consensus on the inclusion or removal of the numbers from the focus groups, the design team revised the number scale to two scales of 1-3 for both “accomplished” and “developing” in an effort to appease both sides of the issue. Questions still remained about the numbers, and these were discussed at length during the

December 3, 2010, steering committee meeting. These questions focused on how the numbers on the framework would be used to help with teacher growth, and it was clear that the steering committee did not want to use the numbers as a “score card.” These concerns and guidance were shared with the integrated design team and ultimately with the volunteer districts to gather their feedback in regard to the inclusion of numbers and their use. (3Ai, ii)

Similar to the development of the Teacher Effectiveness Framework, the Principal Steering Committee charged a core group of stakeholders to develop the initial framework. Working with the integrated design team members, principals, superintendents, university education leadership staff, and members of the Kentucky Association of School Superintendents and Kentucky Association of School Administrators developed the first draft of the principal effectiveness framework. The work was further influenced by Dr. Joseph Murphy and the Continuum for Principal Preparation and Development. Dr. Murphy provided a thorough introduction to the Val-Ed 360 principal evaluation instrument and a crosswalk with the Interstate Leadership Licensure Consortium (ISLLC) Standards. (3B)

The March 22, 2011, steering committee meetings were an opportunity to review the changes that were made in the Teacher and Principal Effectiveness Framework 2.1 and discuss insights on the framework that were gained by sharing it with Dr. James Stronge at an Appalachia Regional Comprehensive Center- (ARCC) sponsored Community of Practice meeting in Charlotte, North Carolina. Some of the insight gained from Dr. Stronge included ideas such as reviewing our standards and domains to make sure we were thorough but concise, inclusion of student growth in the framework (also a recommendation from teachers and administrators in the volunteer districts), elimination of numbers and making sure descriptors from each level built upon one another. With those recommendations in mind, the Integrated Design Team worked to develop a domain and standard related to student growth and achievement.

This work was shared with the steering committees to gather feedback on how it could be improved and included into the Teacher and Principal Effectiveness Frameworks. The steering committees were split into smaller groups to take more in-depth looks at specific domains of the framework and also provide insight into the inclusion of the student performance domain. Minor changes were recommended to the first three domains of the framework, and suggestions for the student performance domain included the elimination of the school-wide measures descriptor and refinement of the language of the student growth and gap descriptors. Based on the feedback from the steering committees, versions 3.0 of the teacher and principal frameworks were created. (3Aii)

In collaboration with ARCC and Edvantia, KDE arranged for Dr. James Stronge to work with the steering committee members, volunteer districts, integrated design team members and university partners on April 13 and 14, 2011, in Louisville, Kentucky. The two-day workshop included presentations from Dr. Stronge about teacher effectiveness, rubric development, professional development, measuring student growth and achievement, and teacher and principal evaluation.

Dr. Stronge met with Edvantia and the Integrated Design Team on April 14, 2011, after the large-group workshop to specifically discuss the Teacher Effectiveness Framework and possible

next steps for Kentucky. He commended Kentucky’s progress on the current framework and offered suggestions for future work. These suggestions included a focus on training, communication and the development of documents to support the field test and pilot implementation.

In July 2011, KDE again solicited the involvement of school districts, expanding the opportunity to an additional 25 districts. With a total of 50 volunteer districts, the next phase of this work will focus on implementation of the effectiveness frameworks by exploring and defining the multiple measures. Additionally, these districts will inform the steering committees on the process and protocols, instrumentation development and the use of student growth data in the assessed and non-assessed areas. KDE is working closely with the Bill and Melinda Gates Foundation and the Center for Leadership and Technology to fully implement the Teacher of Record definition.

Currently, the state is facilitating a process to assist the 50 volunteer districts to explore some guiding questions related to the above topics. For example, a key question related to student growth was whether to imbed the student growth descriptors throughout the framework or include them in a separate domain. The stakeholder feedback and responses can be found in Attachment 22 on page 219 of the Appendix. Based on these responses, the steering committees made a recommendation to add student growth as a separate domain to Kentucky’s framework. (3Ai & 3B)

The current version (3.1) of the frameworks was developed based on school districts’ and the steering committees’ feedback. The frameworks now include four domains: instruction, learning climate, leadership and professionalism, and student growth. The Teacher Effectiveness Framework and the Principal Effectiveness Framework can be found as Attachment 23 on page 223 of the Appendix.

Validity and Reliability

In October 2011, the teacher and principal frameworks went through a content validity process consisting of retranslation and calibration of indicators. Members of the teacher and principal steering committees were selected to participate on a Core Stakeholder Team. The Core Stakeholder Team was charged with conducting a thorough review of the teacher and principal frameworks to determine what, if any, descriptors needed to be added to prepare the frameworks for the upcoming validity and reliability processes. The team developed the review process based on the following guiding principles:

- The Core Stakeholder Team represents and values the work and dedication of the volunteer school districts and the members of the steering committee.
- Any recommended descriptors that are added must maintain the intent and integrity of the stakeholders that the Core Stakeholder Team represents.

The following members serve on the Core Stakeholder Team:

Mary Ann Blankenship Kentucky Education Association (KEA)	Robert Brown Education Professional Standards Board
John DeAtley Council on Postsecondary Education	Kathy Donaldson Teacher

Amanda Ellis Teacher	Shirley LaFavers Kentucky Association of School Administrators
Ann Larson University of Louisville	Brent McKim Jefferson County Teachers Association
Jim Rinehart Eastern Kentucky University	Stephanie Sullivan Principal
Stephanie Winkler Teacher – Local KEA representative	

To make sure our steering committee members understand the process and intent of the aforementioned work, the Core Stakeholder Team presented the content validity preparation process and findings during a webinar session in October. (3Aii, 3B)

Content Validity Assessment

Edvantia has been contracted to conduct the content validity assessment of the teacher and principal effectiveness frameworks. Approximately 50 in- and out-of-state subject matter experts representing teachers, principals, university faculty and superintendents participated in retranslation and calibration activities to establish content validity for the aforementioned frameworks. KDE will receive a report of the findings for this initial process that will identify the descriptors not meeting the same level of agreement as the result of the assessment. The summary findings from this assessment will be presented to the steering committees in November. The process outlined above clearly shows the nature of an interactive process capturing the ongoing development and implementation of this system. Superintendents, principals and teacher leaders in the volunteer districts, steering committee members, key stakeholders and KDE staff are engaged in presentations, workshops and webinar sessions to continue to promote a deeper understanding of the strategies for mitigating the complexities of this work. Kentucky remains committed to applying new learning from the current research focused on measuring effective teaching.

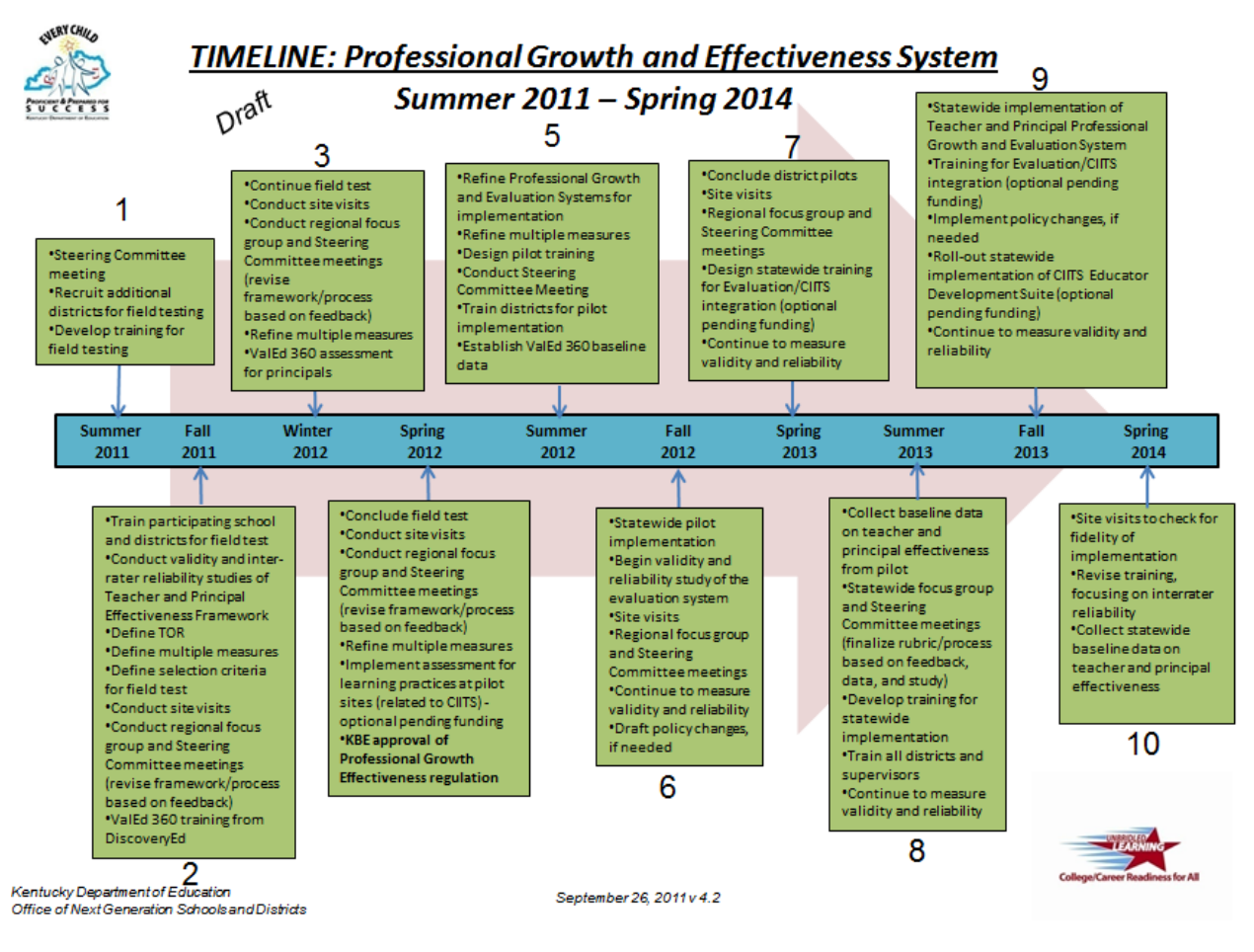
Adoption of Guidelines and Policy Development

Over the past year, the Kentucky Board of Education (KBE) has engaged in at least one study session and several conversations focused on Human Capital issues. During the December 2011 board meeting, KBE members will hear the introduction of regulatory language for Kentucky’s new teacher and principal effectiveness system. KDE staff is revising an existing teacher/principal evaluation regulation to accommodate the development of the Professional Growth and Effectiveness System. The proposed changes will identify the guidelines of the new system, specifically changing the individual district evaluation plan approval process to a statewide system adoption. The changes will address overall policy recommendations but also specific recommendations for challenges in evaluating special educators and ELL educators. Some of those recommendations include “ensuring the evaluation framework can identify and provide the professional development needs of special educators and ELL specialists and detect improvements in practice resulting in sustained job-embedded professional development, and establishing evaluator training that includes explicit training on the teacher effectiveness measures used with special education educators and ELL specialists or evaluators matched to a

specific discipline.” (TQ Research and Policy Brief, 2010) Other changes will include language to establish a statewide valid and reliable evaluation system based on multiple measures including student growth, teacher self-reflection, peer observations, professional growth, observations and student/parent voice.

The steering committees have agreed upon the inclusion of four levels of performance -- exemplary, accomplished, developing and ineffective -- which will be outlined in the regulation language. And, the statewide system will be deemed the standard evaluation process in the state. However, school districts will have the option to develop a system of effectiveness as long as it meets the state’s expectations for validity and reliability. Additional changes in regulation will highlight specific components related to tenured and non-tenured staff, evaluation processes for specialty educators (i.e., special education teachers and ELL teachers), as well as appeal procedure guidelines. These changes to the regulation will be informed by the field test so that the Kentucky Department of Education (KDE) has the appropriate input from general and special educators from the participating districts. Review and final approval of the revised evaluation regulation by the state board will occur in June 2012.

The detailed timeline for implementation of the Teacher and Principal Professional Growth and Effectiveness System is represented by the figure below:



Field Test

The preparation for the field test will begin in November 2011. KDE, in collaboration with the Bill and Melinda Gates Foundation and with technical guidance from Edvantia, will develop and implement training on the effectiveness frameworks and observation protocols and begin inter-rater reliability assessments. The fifty-four volunteer districts were asked to identify teachers that represent all grade levels and content areas, specifically with the criteria identifying all content areas including:

- English/language arts and mathematics teachers;
- Non-tested area teachers (i.e., arts and humanities and practical living and career studies); and
- Critical focus areas such as special education and teachers of English language learners.

The intentional approach to the selection of field test participants provides data collection opportunities across all grade levels and content areas while engaging teachers through multiple measures of effectiveness. This methodology will allow KDE to determine if the process, protocols, and instrumentation are appropriate in our non-tested areas specifically. The field test will allow the department to gauge how the process, protocols, and instrumentation should be modified for special education teachers and ELL specialists.

For example, the participants in the field test will have local and state assessment data to inform instructional practices and student growth needs. In the non-assessed areas the state is implementing program reviews that will require teachers to use state and national standards to identify and develop common assessments as evidence for the student growth multiple measure. In addition to the program reviews, non-assessed area teachers will demonstrate proficiency in a goal setting process to measure student growth throughout the year. Kentucky's common framework defines effective teaching for all teachers, as recommended in the TQ Research and Policy Brief: Challenges in Evaluating Special Education Teachers and English Language Learner Specialists (July 2010), and will capture the aforementioned evidence through the evaluation process.

The training will be administered in stages regionally to ensure high participation and saturation of the needed content. The collaboration with the Gates Foundation provides the opportunity to deploy the Measuring Effective Teaching validation engine to ensure observation protocols and instruments meet the inter-rater reliability expectations. Principals and supporting educators, including educators who work with SWDs and ELLs, participating in the formative and summative evaluation process must meet inter-rater reliability expectations. Extensive training and preparation with volunteer districts will address evaluator consistency as well as the accuracy of the observation instruments and protocols. Additionally, Strategic Data Fellows working with KDE will conduct correlation studies on the multiple measures and student growth to inform the decisions that will still need to be made about the effectiveness system (i.e., weighting of each measure, including student growth in the overall system).

Beginning in February 2012, KDE will conduct a field test of the effectiveness system. The goal of the field test is to assess inter-rater reliability, refine processes for the implementation, and test

the definitions for Teacher of Record (TOR) to ensure appropriate linkages are made with the statewide teacher/student growth measures.

Kentucky is one of three Gates Integration States identified to participate in a partnership grant to establish a comprehensive Teacher of Record (TOR) definition. The partnership led by the Center of Education Leadership and Technology (CELT) will support the work underway to ensure the critical elements are in place to establish initial student and teacher data linkages. Some work had begun on this topic in the summer of 2011. The department launched the CIITS system including instructional materials, common core standards, and key professional development resources. Approximately 12 early adopting districts began testing teacher and student rosters, protocols, and procedures to determine system accuracy and common practices for teacher assignment and scheduling. The initial implementation provided opportunities to identify gaps, establish system business requirements to ensure statewide consistency, and delineate the unique linkages between students and teachers at each school level. Furthermore, before the end of February pilot districts will receive state assessment data from the accountability model that will be in a format to check the teacher/student data linkages.

The CELT has provided a framework to guide Kentucky's development process. The phases include: student and teacher roster business requirements and data verification, defining teacher role groups (contributing educators), and definition development and refinement for pilot year implementation. The first step is establishing the purpose and intent of the definition, roles within the system, how educators contribute to student growth, and ultimately how the definition offers the flexibility needed to establish primary and contributing educator impact on student learning. During the field test phase of the professional growth and effectiveness system, Kentucky will further expand the roster verification process to inform how primary and contributing educators are linked to students.

Kentucky will continue to refine the TOR definition to meet the recommended characteristics provided by CELT. The characteristics include:

- Be flexible to cover all grade levels, pre-K through 12.
- Accommodate teacher assignment changes and turnover during the course of the semester or year.
- Be supportable by current systems and data collection methods.
- Be clear and understandable for all stakeholders.
- Be applicable to all teachers and cover all courses and subjects including virtual (online) courses.
- Accommodate multiple (contributing) educators for a given subject/course (e.g., pullouts).

Results of the field test will further define the guiding principles of effectiveness, including decisions that will need to be made about instrumentation for teachers of students with disabilities and ELL specialists. The findings from the field test and correlation studies to be conducted will be shared with the two statewide steering committees and submitted for approval to the Kentucky Board of Education.

Pilot Year Implementation

The data collected during the field test will inform the preparation and training design for the statewide pilot year implementation. In order to prepare superintendents and district leadership teams, KDE will begin a messaging campaign for all districts through the Leadership Network infrastructure in March 2012. Preliminary information will be shared to help the districts learn about the process for the statewide pilot beginning in the fall of 2012. This work session will specifically address:

- Purpose and intent of the professional growth and effectiveness system (what it is and why);
- Expectations within the field test; and
- Championing change and building capacity for the statewide pilot and implementation.

Districts that were engaged in the field testing will serve as model sites for statewide implementation. District leadership teams will engage in two initial days of professional development to launch the statewide rollout in June 2012. As a follow up, district teams will continue to meet monthly to maintain implementation throughout the pilot year phase. During these sessions, the KDE will be supporting a similar rolling implementation approach throughout the 2012-13 school year. Local districts will have the flexibility to stagger the implementation bringing a few schools on line throughout the year. The goal of this approach is to ensure the local districts have the capacity to implement with fidelity. By March of 2013, local districts using this approach must have all schools trained and implementing the Professional Growth and Effectiveness System. Other districts may choose a system-wide implementation approach. The size and capacity of the districts will likely dictate which of the aforementioned approaches are used.

In the fall of 2012, the professional growth and effectiveness system will be piloted statewide to ensure inter-rater reliability and support school district capacity to implement the system. All 174 school districts will participate in the pilot implementation. Districts will select schools and appropriate staff based on selection criteria. (See Attachment 24 on page 265 of the Appendix). The IDT will provide training and professional development on the effectiveness system. Inter-rater reliability training and assessments will be conducted using the Measures of Effective Teaching (MET) engine and juried video teaching segments. The IDT also will provide training and technical support throughout the year, beginning with the process for implementing the use of multiple measures. The training and preparation for the pilot implementation will be conducted regionally in collaboration with education cooperatives. The goal is to build capacity regionally to support the fidelity of implementation.

Collaboration with university partners is essential, specifically in the areas of education leadership and teacher preparation. The Education Professional Standards Board (EPSB) will assist KDE in identifying key education preparation staff to facilitate the opportunity to develop a continuum from preparation to practicing professionals. Additional training will be offered to university and school district staff that are responsible for the Kentucky Teacher Internship Program. The EPSB has agreed to align the standards for the internship program with the professional growth and effectiveness frameworks.

District and regional meetings will continue monthly to gather feedback and inform the technical assistance and support services, specifically targeting feedback and input on the instrumentation used, TOR definitions and data, and process and capacity to implement. The IDT will serve as the department technical assistance arm to support districts and schools through this pilot implementation phase. The IDT will conduct periodic reviews of the effectiveness system's implementation to ensure fidelity to implementation and continuous support. The data collected from the reviews and technical assistance visits will inform the development of the state's monitoring protocols and procedures.

Teacher and Leader Effectiveness and Statewide Accountability

Next-Generation Professionals is the third pillar of the state's accountability model and comprises 10 percent of the state's Annual Measurable Objective (AMO) formula. The vision for the teacher and principal effectiveness portion of the AMO calculation will mirror the process articulated within the gap measure explained on page 35. School districts will be held accountable for the professional growth of all educators and specifically for those performing below the accomplished performance level in the professional growth and effectiveness system. Baseline data will be collected in the spring of 2014. Targets will be set to increase the percentage of accomplished educators and ultimately increase college and career readiness. The professional growth and effectiveness system will provide data to target support to teachers and leaders in Focus and Priority Schools.

Under the current teacher quality model, only highly qualified teacher (HQT) data are reported. The opportunity through the ESEA waiver process allows Kentucky to shift from a pure HQT accountability approach outlined in Title II, Part A to measuring teacher and principal effectiveness to facilitate College and Career Readiness for All. The proposed approach will identify school districts that do not meet the expectations in the accountability model. The flexibility offered through the waiver will allow Kentucky to guide school districts to maximize the use of federal funds to meet the needs of students while enhancing the effectiveness of teachers and principals.

Proposed Effectiveness System Monitoring

KDE will develop a comprehensive monitoring system to support system implementation, data accuracy and integrity, as well as technical assistance to school districts identified as being in Teacher Quality Improvement Status and Teacher Quality Accountability Status. During the pilot year of implementation, KDE will work with education partners and school districts to develop the monitoring system. As part of the Continuous Instructional Improvement Technology System (CIITS) implementation, KDE will develop a district- and state-level data collection module to meet the reporting requirements of the state's accountability system. The data collection module will provide school districts the opportunity to gather data on the performance levels of educators to inform the equitable distribution of effective educators. Additionally, school districts will have access to professional growth data to target professional development needs based on student achievement.

The state portion of the data collection module provides two key elements. First, state-level

reporting of effective educators is a component within the accountability system. Second, the data collection module allows the state to monitor district- and school-level performance ratings to determine growth of educators and inter-rater consistencies of evaluators, as well as professional growth needs to support district-level capacity. As an added benefit, the aggregate data at the state level will be shared with the Education Professional Standards Board for its data dashboard on the effectiveness of preparation programs. The pilot year for the professional growth and effectiveness system is scheduled to begin in fall 2012. The first year of accountability for the professional growth and evaluation system will be the 2013-14 school year.

For Kentucky's project plan detailing the development of the Professional Growth and Effectiveness System to meet Option A, item i., see Attachment 25 on page 266 of the Appendix.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Guidance Question: Is the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems?

Overview of Ensuring LEAs Implement Teacher and Principal Evaluation and Support Systems

The use of two statewide steering committees is essential to the development process for the statewide effectiveness system. The charge to the committees is to "provide guidance on the design, development and deployment of the Teacher and Principal Professional Growth and Effectiveness Systems (PGES)." The steering committees' membership include regular and special education teachers, principals, superintendents and representatives from AdvancEd, Council on Postsecondary Education, Prichard Committee, Partnership for Successful Schools, Educational Professional Standards Board, Kentucky Education Association, Kentucky Association of School Councils, Kentucky Association of School Superintendents, Kentucky Association of School Administrators, Kentucky School Boards Association, Kentucky Parent Teacher Association and university faculty from teacher and principal preparation programs (3B).

The Kentucky Department of Education also extended an invitation to school districts asking for volunteers to develop two frameworks that would define "effectiveness" for the Professional Growth and Effectiveness System. Twenty-five districts answered the call for the 2010-11 school year. The volunteer districts represented rural and urban areas from four

regions of the state. A focus group process was established to engage teachers and principals from a variety of content areas and grade levels. The goal was to implement a grassroots approach in the development of the professional growth and effectiveness system. Data were collected at the district and regional levels to establish consistency across the volunteer districts. The synthesized data were submitted to the statewide steering committees for further guidance or approval. Additional volunteer districts were identified in July 2011, bringing the total participants to approximately 50 school district teachers and leaders. Additionally, the original 25 volunteer districts were polled to determine ways to improve the implementation of the professional growth and effectiveness system. Of the original 25 districts, 17 responded acknowledging the value of participation in the development process. Many stated having the opportunity to shape the development of the system has created a sense of ownership that will aid in the implementation of the final product.

Detailed Narrative on Ensuring LEAs Implement Teacher and Principal Evaluation and Support Systems

In the summers of 2010 and 2011, representatives from the steering committees and volunteer districts presented to the Kentucky General Assembly's Interim Joint Committee on Education. The charge from the committee was to continue the development process involving as many stakeholders as possible. The collected information from volunteer districts along with steering committee guidance and recommendations will be submitted to the Kentucky Board of Education (KBE) at its December 7, 2011, meeting in the form of an effectiveness framework (guidelines for measured effectiveness), guiding principles for the professional growth and effectiveness system and regulatory language to implement the system statewide. The board will be asked to provide feedback to Kentucky Department of Education (KDE) staff prior to bringing back the regulation for review and then final approval in the spring of 2012.

KRS 156.557(3) (c) requires the KBE to develop written guidelines for school districts to follow in developing and implementing an evaluation system for certified employees. The related administrative regulation establishes the requirements for the evaluation programs and policies of school districts. The current statute identifies the process for assessing certified staff, roles involved in certified evaluations and the components of the system. In section two of the statute cited above, school districts are required to develop an evaluation plan and procedures that must be approved by KDE. Administrative regulation 704 KAR 3:345 establishes specific guidelines for school district evaluation plan approval and will undergo revision in spring of 2012.

The proposed changes to the aforementioned regulation will identify the components of the new system, specifically changing the individual district evaluation plan approval process to a statewide system adoption. In November 2011, the state steering committees will review the initial draft of the regulation and provide recommendations to the KBE. The regulatory process also includes input from the Local Superintendents Advisory Council and Teacher and Principal Advisory Councils.

Components of the statewide system will include clearly articulated standards, multiple measures of effectiveness and four distinct performance levels. The regulation will offer some

flexibility to school districts seeking to develop their own evaluation system. However, the KDE anticipates that the KBE will establish strict criteria for any locally developed evaluation systems in order to ensure these systems meet the same validity and reliability standards.

Collaboration with the Council on Postsecondary Education and the Education Professional Standards Board is essential to the development of the Professional Growth and Effectiveness System (PGES). The involvement through the P-20 data collaboration, principal preparation program redesign and the teacher preparation and induction program review process have identified ways to connect teacher and leader preparation to teacher and leader performance. At each stage of the development process, volunteer districts' input will inform steering committee decisions on the development of the four domains, performance levels and the descriptors outlining expected practices for each performance level. The decision-making process is designed to elicit feedback from practitioners and gain consensus and support from all education partners involved. Ultimately, the volunteer district input informs the decision making of the statewide steering committees that leads to making recommendations to the KBE.

In addition, KDE has entered into a three-year partnership with the Bill and Melinda Gates Foundation to implement an integration grant that will use the PGES to support English and math teachers as they teach the state-adopted English/language arts and mathematics Kentucky Common Core Standards. The implementation of this grant will allow us to use the tools developed during the Measures of Effective Teaching (MET) Project to train the evaluators and to monitor the inter-rater reliability of the evaluators.

Obtaining a waiver from current requirements for use of federal funds would allow Kentucky to implement a system of support to provide technical assistance and accountability that aligns with the Kentucky Professional Growth and Effectiveness System. The Kentucky Department of Education proposes that identification of these districts currently identified as 2141(a) and 2141(c) be modified and allow flexibility regarding the use of federal funds. Modification of Section 2141 will not only increase the percentage of highly qualified teachers, but will improve teacher and leader effectiveness resulting in the achievement of Kentucky's Unbridled Learning: College- and Career-Ready for All goals and an increase in effective teaching and learning.

Proposed modifications include the following:

- Districts formerly identified as being in 2141(a) status would be identified as districts in Teacher Quality Improvement Status. Criteria for District Teacher Quality Improvement Status would include:
 - For two consecutive years the district has not maintained 100% highly qualified teachers as identified through the March LEAD Report from the Education Professional Standards Board; AND
 - The district has 15% or more of its teacher or leader workforce at the Ineffective performance level as identified by the Teacher and Leader Professional Growth and Effectiveness System; AND
 - The district has not met the Unbridled Learning Annual Measureable Objective

(AMO) for two consecutive years.

Districts identified as being in Teacher Quality Improvement Status would be required to develop Teacher Quality Improvement Plans. These plans must include scientifically-based research strategies to meet 100 percent HQT status, increase the percentage of Accomplished Teachers according to the Teacher and Leader Professional Growth and Effectiveness System and meet the district's AMO with the outcome of improved student learning. The plan must be developed by the district, in consultation with principals, teachers, school councils and parents. The plan must be completed within 30 days of the district being notified of the Teacher Quality Improvement identification.

- Districts formerly identified as being in 2141(c) status would be identified as districts in Teacher Quality Accountability Status. Proposed Criteria for District Teacher Quality Accountability Status includes:
 - For three consecutive years the district has not maintained 100% highly qualified teacher status as identified through the March LEAD Report from the Education Professional Standards Board; AND
 - The district has 15% or more of its teacher or leader workforce at the Ineffectiveness performance level as identified by the Teacher and Leader Professional Growth and Effectiveness System; AND
 - The district has not met the Unbridled Learning Annual Measurable Objective for three consecutive years.

Districts identified as being in Teacher Quality Accountability Status would develop and submit Teacher Quality Accountability Plans. These plans must include scientifically-based research strategies to meet 100 percent HQT status, increase the percentage of Accomplished Teachers according to Teacher and Leader Professional Growth and Effectiveness Systems and meet the district's AMO. This plan also must include a funding agreement that targets resources, including, but not limited to federal funds for the use of achieving the aforementioned goals. The funding agreement must support specific strategies identified in the Teacher Quality Accountability Plan to improve teacher and principal practices designed to increase student growth and achievement. Funds may be targeted in a way to build capacity and ensure sustainability for continuous growth and achievement. While a district is in Teacher Quality Accountability status, the Teacher Quality Accountability Plan will serve as the guide for technical assistance ensuring flexibility and the maximum use of federal funds. This plan must be developed by the district, in consultation with principals, teachers, school councils and parents. The plan must be developed and submitted to the Kentucky Department of Education within 45 days of the district being notified of the Teacher Quality Accountability identification.

The Kentucky Department of Education will transition to the Teacher Quality Improvement and the Teacher Quality Accountability status criteria in the 2013-14 school year.

Parent Notification

Districts identified as being in Teacher Quality Improvement Status **or** Teacher Quality Accountability Status must notify all parents of this status within 10 days of being notified by the Kentucky Department of Education. The letter must include:

- definition of the status
- reason the district was identified
- percentage of highly-qualified teachers providing instruction in core content areas
- strategies the district is using to improve teaching and learning

District Support

The Kentucky Department of Education will provide differentiated levels of support based upon the identified needs of the district. These services may include training for local school-based decision making councils, equitable distribution of staff, school improvement through enhanced teaching and learning working conditions, and comprehensive recruitment and retention strategies. Districts can expect technical assistance with the development of the Teacher Quality Improvement Plan, Teacher Quality Accountability Plan, determining effective use of funds and other areas of need that could include inter-rater reliability training and systematic professional growth supports. The aforementioned services are not inclusive and may be delivered in a variety of ways including but not limited to regional technical assistance services, Web conferencing and on-site visits.

All districts newly identified as being in Teacher Quality Accountability Status will receive an onsite technical assistance/monitoring visit. The visit would determine the area where additional supports are necessary to reach 100 percent Highly Qualified Status and improve teacher and leader effectiveness as well as meet the Annual Measureable Objective of College and Career Readiness.

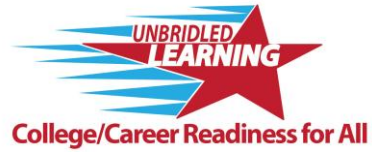
Proposed Use of Funds and Waiver Flexibility Opportunities

Currently, federal funds must target funds to schools that have the lowest proportion of highly qualified teachers; schools identified for improvement, corrective action or restructuring; or schools having the largest average class size. A waiver regarding the use of federal funds would allow the Kentucky Department of Education (KDE) to focus not only on the highly qualified status of teachers and leaders, **but also on the improvement of their effectiveness**, which ultimately improves student growth and achievement. Additionally, KDE would be able to focus on the equitable distribution of teachers to reduce the disproportionate number of minority, low socio-economic and other populations of students being taught by ineffective, non-highly qualified and inexperienced teachers. A critical focus on the professional growth and development of educators must address the student growth needs at every school in the Commonwealth.

The use of funds would continue to be the focus of meeting the professional development

needs of teachers and administrators. The flexibility would move school districts away from the traditional use of funds to hire class-size reduction teachers toward an approach to assess the student and/or professional growth needs. There is little research to support that the reducing of class size has a profound effect on student growth and achievement, unless the student-teacher ratio is drastically diminished. Therefore, districts identified as being in Teacher Quality Improvement Status would not be allowed to hire additional class-size reduction staff beyond current staffing levels. Also, districts would not be allowed to hire additional paraeducators beyond current funding levels. Kentucky's theory of change has a clear, driving assumption that increasing effective teaching will improve student learning outcomes, as explained on page 16 of this waiver request.

Federal funds would be redirected to focus on areas of need that have often been implemented with little or no funding, such as recruitment and retention of highly effective teachers and leaders and salaries for staff whose focus is the improvement of teacher and leader effectiveness. KDE recognizes the valued opportunity to focus on student growth needs through this waiver. The development of the professional growth and effectiveness system, along with the flexibility and redirection of federal funds, will provide the support and leverage needed to reach the state's college and career readiness goals.



APPENDIX

KENTUCKY ESEA FLEXIBILITY REQUEST

FINAL SUBMISSION

JANUARY 19, 2012

KENTUCKY APPENDIX DOCUMENT		APPENDIX
LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs of opportunity to comment on waiver request	1
2	Comments on waiver request received from LEAs	6
3	Notice and information provided to the public regarding the waiver request	30
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	35
5	MOU signed by presidents of all Kentucky colleges and universities and State regulation from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level	36
7	Timeline of when the SEA will submit the assessments and academic achievement standards to the U.S. Department of Education for peer review	74
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups	79
9	Table 2: Reward, Priority, and Focus Schools	80
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	N/A
12	16 letters of support for Kentucky's ESEA waiver request from the state's educational cooperatives and education stakeholder organizations	108
13	Goals and Guiding Principles for Accountability in Kentucky's Public Education System	124
14	Unbridled Learning Accountability Model White Paper	129
15	Outreach Efforts on the New Accountability Model and Request for ESEA Waiver	144
16	Kentucky Department of Education Strategic Deployment Plans	154
17	Kentucky Department of Education College and Career Readiness Delivery Plan, October 2011	163
18	Three-year Kentucky Leadership Networks Action Plan 2010-13	200
19	Kentucky Leadership Networks Curriculum 2010-11 and 2011-12	201
20	703 KAR 5:200, Next Generation Learners	205
21	703 KAR 5:230, Next Generation Instructional Programs and Support	213
22	Stakeholder Feedback and Responses on the Teacher and Principal Evaluation System	219
23	Teacher and Principal Effectiveness Frameworks	223
24	Selection Criteria for Participation in the Pilot and Field Test Phases of the Teacher and Principal Evaluation System	265
25	Detailed Project Plan for the Professional Growth and Evaluation System	266
26	State's Race to the Top Assessment Memorandums of Understanding	274

27	2011-12 Action Plan for the Special Education Literacy Consultants	302
28	PD 360 Learning Options	307
29	Achievement Gap Delivery Plan	317
30	Proficiency Delivery Plan	324

ATTACHMENT 1

Evidence of Notice to LEAs of Opportunity to Provide Feedback on Kentucky's ESEA Waiver Request

**(E-mails sent to All Superintendents, Principals, Teachers and State
Committee of Practitioners)**

- Office of the Commissioner of Education

From: Holliday, Terry - Commissioner, Dept. of Education
Sent: Friday, October 28, 2011 1:11 PM
To: All State Supt
Subject: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8
Importance: High

The message below will be going to principals and teachers today.

The Kentucky Department of Education (KDE) has posted the state's *Draft* ESEA waiver request document for flexibility from the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Act on the KDE website. We welcome you to review the waiver request document and its accompanying appendix and send us your comments/feedback. If the state's waiver request for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal accountability. The deadline for submission of the waiver request is November 14, and the U.S. Department of Education will review applications in December. We hope to have approval during January.

To access the waiver request and the accompanying appendix, click on the following links:

- Waiver request document -

<http://www.education.ky.gov/NR/rdonlyres/FD017945-468A-4277-9BDA-30044FD7F8DA/0/ESEAWaiverRequest.pd>

- Appendix to the waiver request -

<http://www.education.ky.gov/NR/rdonlyres/DA275F76-CE5F-4516-BBE6-6E2CD79306B3/0/ESEAWaiverRequestAppendices.pdf>

We will accept comments on the application until close of business on Tuesday, November 8 and those may be sent to the following e-mail address: eseawaiverrequest@education.ky.gov.

If you have questions on the waiver request or submitting comments, contact Mary Ann Miller at maryann.miller@education.ky.gov or via phone at (502) 564-3141.

Terry Holliday, Ph.D.
Commissioner of Education
Kentucky Department of Education
Office 502-564-3141
Fax 502-564-5680
Email Terry.Holliday@education.ky.gov

Office of the Commissioner of Education

From: Holliday, Terry - Commissioner, Dept. of Education
Sent: Friday, October 28, 2011 1:15 PM
To: All State Prin
Subject: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8
Importance: High

The e-mail below went to superintendents earlier today and will also go to teachers today. We invite your participation in this review.

The Kentucky Department of Education (KDE) has posted the state's *Draft* ESEA waiver request document for flexibility from the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Act on the KDE website. We welcome you to review the waiver request document and its accompanying appendix and send us your comments/feedback. If the state's waiver request for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal accountability. The deadline for submission of the waiver request is November 14, and the U.S. Department of Education will review applications in December. We hope to have approval during January.

To access the waiver request and the accompanying appendix, click on the following links:

- Waiver request document -
<http://www.education.ky.gov/NR/rdonlyres/FD017945-468A-4277-9BDA-30044FD7F8DA/0/ESEAWaiverRequest.pd>
- Appendix to the waiver request –
<http://www.education.ky.gov/NR/rdonlyres/DA275F76-CE5F-4516-BBE6-6E2CD79306B3/0/ESEAWaiverRequestAppendices.pdf>

We will accept comments on the application until close of business on Tuesday, November 8 and those may be sent to the following e-mail address: eseawaiverrequest@education.ky.gov.

If you have questions on the waiver request or submitting comments, contact Mary Ann Miller at maryann.miller@education.ky.gov or via phone at (502) 564-3141.

Terry Holliday, Ph.D.
Commissioner of Education
Kentucky Department of Education
Office 502-564-3141
Fax 502-564-5680
Email Terry.Holliday@education.ky.gov

Office of the Commissioner of Education

From: Holliday, Terry - Commissioner, Dept. of Education
Sent: Friday, October 28, 2011 1:17 PM
To: All State Teachers
Subject: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8

Importance: High

Dear Teachers,

The Kentucky Department of Education (KDE) has posted the state's Draft ESEA waiver request document for flexibility from the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Act on the KDE website. We welcome you to review the waiver request document and its accompanying appendix and send us your comments/feedback. If the state's waiver request for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal accountability. The deadline for submission of the waiver request is November 14, and the U.S. Department of Education will review applications in December. We hope to have approval during January.

To access the waiver request and the accompanying appendix, click on the following links:

- Waiver request document -
<http://www.education.ky.gov/NR/rdonlyres/FD017945-468A-4277-9BDA-30044FD7F8DA/0/ESEAWaiverRequest.pd>
- Appendix to the waiver request -
<http://www.education.ky.gov/NR/rdonlyres/DA275F76-CE5F-4516-BBE6-6E2CD79306B3/0/ESEAWaiverRequestAppendices.pdf>

We will accept comments on the application until close of business on Tuesday, November 8 and those may be sent to the following e-mail address: eseawaiverrequest@education.ky.gov.

If you have questions on the waiver request or submitting comments, contact Mary Ann Miller at maryann.miller@education.ky.gov or via phone at (502) 564-3141.

Terry Holliday, Ph.D.
Commissioner of Education
Kentucky Department of Education
Office 502-564-3141
Fax 502-564-5680
Email Terry.Holliday@education.ky.gov

Miller, Mary Ann - Office of the Commissioner of Education

From: Holliday, Terry - Commissioner, Dept. of Education
Sent: Friday, October 28, 2011 1:27 PM
To: Anderson, Deborah - Division of Program Standards; Baird, Bland; Cline, Tracey; Crum, Noel - CTE Principal; Dailey, Michael - Director, Division of Next Generation Professionals; Dr. Avinash Tope; Fernandez, Catherine - BGT, ESL Teacher; Hale, Shelda - Division of Learning Services; Hayes, Jack; Hill, Steve; Hornback, Sarah - Director of Family Services; Jackson, Brenda; Jackson, Lynda - Superintendent of Schools; Kincaid, Glenn; Leisa Schulz; Raikes, Sarah; Rooney-French, Annie - Division of Program Standards; Stinson, Larry - Associate Commissioner, Office of Next Generation Schools and Districts; Whitmer, Paula; Writsel, Vicki - CO - Associate Superintendent for Learning Programs
Subject: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8
Importance: High

Dear State KDE Committee of Practitioners,

The Kentucky Department of Education (KDE) has posted the state's *Draft* ESEA waiver request document for flexibility from the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Act on the KDE website. We welcome you to review the waiver request document and its accompanying appendix and send us your comments/feedback. If the state's waiver request for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal accountability. The deadline for submission of the waiver request is November 14, and the U.S. Department of Education will review applications in December. We hope to have approval during January.

To access the waiver request and the accompanying appendix, click on the following links:

- Waiver request document -
<http://www.education.ky.gov/NR/rdonlyres/FD017945-468A-4277-9BDA-30044FD7F8DA/0/ESEAWaiverRequest.pd>
- Appendix to the waiver request -
<http://www.education.ky.gov/NR/rdonlyres/DA275F76-CE5F-4516-BBE6-6E2CD79306B3/0/ESEAWaiverRequestAppendices.pdf>

We will accept comments on the application until close of business on Tuesday, November 8 and those may be sent to the following e-mail address: eseawaiverrequest@education.ky.gov.

If you have questions on the waiver request or submitting comments, contact Mary Ann Miller at maryann.miller@education.ky.gov or via phone at (502) 564-3141.

Terry Holliday, Ph.D.
Commissioner of Education
Kentucky Department of Education
Office 502-564-3141
Fax 502-564-5680

**COMMENTS RECEIVED ON KENTUCKY'S ESEA WAIVER REQUEST AS OF
CLOSE OF BUSINESS NOVEMBER 8, 2011**

Educator Comments

From: [REDACTED]
Sent: Friday, November 04, 2011 9:49 AM
To: Miller, Mary Ann - Office of the Commissioner of Education
Subject: waiver comment

Why doesn't commissioner Holliday visit some of the 21st CCLC centers in Kentucky and see all the things that are happening between the hours of 3:00 and 6:00 to keep our kids involved and safe. We would be glad to have him visit our program at Campbellsville High School. We cannot lose funding for these programs!

[REDACTED]
21st CCLC Eagle Excellence
Campbellsville High School
[REDACTED]

From: [REDACTED]
Sent: Thursday, November 03, 2011 9:07 AM
To: Holliday, Terry - Commissioner, Dept. of Education
Subject: Re: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8
Importance: High

What does this mean for teachers? Do we do this or does the District?

From: [REDACTED]
Sent: Wednesday, November 02, 2011 12:47 PM
To: Holliday, Terry - Commissioner, Dept. of Education
Subject: RE: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8

Hello, Dr. Holliday, my name is [REDACTED], and I am a math teacher at [REDACTED] School in the Boone County School district of Northern Kentucky. This is my 10th year of teaching, and, I have to be honest with you, it's the most down and discouraged I have ever been as an educator. I am extremely disappointed with the new standards, quality core, benchmarks, and end of course assessments that we have been made to implement this year. I just don't understand how we know and encourage our differences as individuals and as students, and, yet, when it comes to education, we force all students into a set mold. And, to be quite honest, it's a mold that may be rigorous, but is absolutely irrelevant for the majority of students who are being forced to learn the material. We continue to stay a mile wide and an inch deep by covering more topics than we ever have in algebra 1, algebra 2, and geometry, even though we may say differently. Algebra 2 has now turned into Algebra 2/pre-calculus/trigonometry with a ridiculously hard test that is covering material that over 95% of our students will never need to

use in life. Consumer mathematics is a great and relevant math course that I believe all students would benefit from in high school and , sad to say, it has pretty much disappeared from our course choices for students. It's a shame that the most relevant course for most students isn't even offered any more. So, by teaching students irrelevant material, are we really helping all kids or hindering them from discovering who they are, what their talents are, what their passion is, and helping them to live out what they were created for or are we just forcing them into a set mold that all students are required to fit into? I'm so discouraged this year that I have actually considered finding another profession and taking my kids out of the public school system. I feel sorry for today's youth in the stress we place upon them over material that has absolutely no relevance to their lives and for most of them, never will. And, I'm tired of hearing commercials and people say how behind we are in math and science compared to other countries when we know that in other countries, all kids are not being tested like we test all kids, and in other countries, after all students learn a common, basic set of knowledge and skills (usually after around grade 8), they then test into different tracks of study, some into the academic areas and others into more practical living and vocational studies. I'm learning more and more, especially this year, how backwards our educational system has become. Why are we continuing to stifle student progress by forcing them to learn ideas and concepts, especially in the area of mathematics, that go against their natural talents and abilities and how they were designed as a person? Rigor without relevance is pointless and unnecessary stress for students and teachers alike. And, I'm tired of sitting on the sidelines and not doing anything about it, and so, with this e-mail, I'm trying to let my voice be heard (and I also speak for many other educators and parents and students with the same concerns). I feel like my job has turned into teaching to a test instead of teaching to life. So, what can we do to improve our educational system so that all students benefit and not just some, that works to the needs and talents of all students and not just a few, that provides a meaningful and relevant education to all students and not just the ones that are more academically gifted? I would greatly appreciate hearing from you on this important matter.

Sincerely,

██████████ concerned and discouraged high school math teacher

From: ██████████

Sent: Saturday, October 29, 2011 11:18 AM

To: Miller, Mary Ann - Office of the Commissioner of Education

Cc: Gillis, Bryant --Tichenor Middle School Principal

Subject: Waiver

As you write policies concerning teacher, school, and student accountability, please consider the importance of parent involvement in the student's education success. With that, understand that a larger number of families in high poverty districts must overcome challenges that make it more difficult for the parents to be involved and supportive of their children's education. Children in these districts are more likely to be exposed to parents with drug/alcohol addiction, domestic violence, parents and siblings in jail, illiterate parents, parents working at night and/or working several jobs, single parent homes, foster homes, homelessness. Although these issues are way too common in the poorer neighborhoods; they are a rarity in wealthier districts. These are issues that affect an anxious child's ability to perform in school. We need support, solutions and accountability standards that reflect our diverse populations.

Some areas of education that have a direct correlation to student success and are challenges for the poor to offer parental support include:

Student's attendance: In addition to motivation issues and personal illness, students have responsibilities to babysit an ill younger sibling while parents work in entry level jobs that don't allow for sick days.

Participation in class and completion of class work : Students without parents home at night and those with babysitting responsibilities sleep and are distracted in the classroom.

Home study /homework: Students in low income neighborhoods go home to very loud multi-family homes, babysitting responsibilities, and some may not see their parent(s) all evening.

Extra school services: Parents are working and find it very hard to control the actions of their child from work. Many do not have phones and/or cannot take a phone call, at their entry level job, from the teacher to receive permission that allows the student to be held after school.

Class room disruptions: Disorderly behaviors overwhelm the discipline system at low income schools. Children receive little guidance at home and are acting out and responding to stressful situations using impulsive and reactive behavior. This makes learning difficult for all students in the classroom.

I understand writing policy is a very complex and difficult process. We all want to see our students become extremely successful and productive citizens. My concern is that the voice of the poor and powerless may be overlooked in the drive to increase the test scores. We must take into account the fundamental issues behind student achievement.

[REDACTED]
Teacher, Sixth and Eighth Grade Language Arts

From: [REDACTED]

Sent: Saturday, October 29, 2011 9:39 AM

To: Miller, Mary Ann - Office of the Commissioner of Education

Subject: One more thing waiver

On p.24 it speaks to asvaab and workkeys cut scores. Asvaab is telling folks there is no cut score standard. Since it is a federal test just want to be sure that someone has made that do-able

Sent from my iPad

From: [REDACTED]

Sent: Saturday, October 29, 2011 9:36 AM

To: Miller, Mary Ann - Office of the Commissioner of Education

Subject: Waiver application

Good morning!

One partnership that might strengthen the ending of the waiver is the partnership with Gear up Kentucky and the Berea group. It is my understanding that only 3 gear up grants were funded in Ky. The Ky gear up and Berea groups consulted with us aligning the college and career ky standards with their applications. They have focused on our PLA and Tier schools to provide support for community involvement as well as mentoring of at risk students.

A picky thing on p.10 the regional networks composition explained a pit more might strengthen that item to non Kentucky reader. Thanks for requesting input. good luck!

[REDACTED] - Sent from my iPad

From: [REDACTED]
Sent: Friday, October 28, 2011 4:00 PM
To: Holliday, Terry - Commissioner, Dept. of Education
Subject: RE: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8

Can you explain to me or direct me to information that directly affects ELLs? I am concerned about both Kentucky's and the federal government's current and future plans for assessing ELLs in the content areas and how their scores are calculated for accountability. Thanks.

[REDACTED]
ESL Teacher
[REDACTED]

From: [REDACTED]
Sent: Friday, October 28, 2011 2:54 PM
To: Holliday, Terry - Commissioner, Dept. of Education
Subject: RE: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8

Dr. Holliday,

I appreciated so much on the KET program your statement concerning educating the whole child. That is critical these days since fewer and fewer parents actually know how to parent or choose to rely on teachers to do this for them. The comment on the arts touched home as well. I started out as an art teacher and I look at our program here at AME and see the wonderful outlet the arts offer to many students who may not be successful in academics, but are very talented in the arts.

I do have a concern on the whole issue of making sure every student is ready for college. Yes, it is difficult to find a good job without a college degree, but our colleges are being inundated with applicants who do not have the skills, not because they weren't taught but just because they aren't college material. I regret that this is the case, but the fact is some students no matter what we do as teachers just don't have the innate skills to begin with. My husband is a college professor and is greatly concerned as well that we are encouraging students to fail when they think college is automatically the next step. I suspect that sometimes these students may become future dropouts when they find themselves in courses that are over their heads.

Our country has become industrialized so quickly that we have forgotten to realize that many people are needed to do the necessary tasks required to feed and care for our nation. Machines can't do it all. One of the things that the Japanese culture does that I admire is to educate students to the extent to which they are capable and when they reach that peak, they look at the education of that person in light of career choices that they can be successful in. Of course, culturally they are less egocentric than Americans who find certain jobs beneath them. What a sad point to reach and all because we have chosen not to turn the Information Age into a Renaissance, but into another stumbling block for our children.

I hope that I have not taken up too much of your time as I grew up saying in Mississippi "spittin' in the wind." I just felt this might be a chance to be heard as an educator. Thank you.

From: [REDACTED]
Sent: Friday, October 28, 2011 2:03 PM
To: Miller, Mary Ann - Office of the Commissioner of Education
Subject: esea waiver draft

We are teachers, not politicians. We don't have time to dissect all the conjecture and rhetoric.... Which is how this mess began.

From: [REDACTED]
Sent: Friday, October 28, 2011 2:37 PM
To: Miller, Mary Ann - Office of the Commissioner of Education
Subject: RE: esea waiver draft

I am all for one accountability system. Working in special education has been difficult due to the two objectives we must account for. 1) Our federal legal obligation to meet IEP progress goals and 2) Pressure to meet AYP proficiency which depends heavily on students with disabilities to spend time learning grade level material which in the case of students with moderate or severe disabilities, can supercede the time spent on basic learning needs. The accommodations we use cloud true independent progress. If we could just give ever student a scaffolded basic test at the beginning of the year that they do independently, except in the case of certain physical limitations, and give a similar scaffolded test at the end of year under the same circumstances, then we could know what a student can truly do. In the case of students with disabilities, progress may be slight. But students with IQ's 55 - 75 can at least be accounted for on a realistic playing level. If some progress is shown, we have some base to build upon, rather that continuing to push the AYP further as a standard to hold their progress against. I have lots of ideas, and I do not mind spending time sharing them, if they can lead to some practical good. Just ask questions on areas you want perceptions on (which reflect the common sentiment of those who often won't speak out) and perhaps workable solutions at our level can make a better educated student. Thanks for your response.

From: [REDACTED]
Sent: Friday, October 28, 2011 2:18 PM
To: Holliday, Terry - Commissioner, Dept. of Education
Subject: RE: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8

Mr. Holliday, I am working on my Ed.D. in Education Administration. In about one year I will begin work on my dissertation. I would like for my research to be of some use. Is there anything that you have on your mind that you think would be useful to this area, Knox and or Laurel?

[REDACTED]
Knox County Schools

From: [REDACTED]
Sent: Friday, October 28, 2011 1:32 PM
To: Holliday, Terry - Commissioner, Dept. of Education
Subject: RE: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8

How can a district hire a teacher without certification when they have experienced certified teachers who have applied for said position? It is a slap in the face to those who are already certified. Those still in school should wait their turn. The certified have already waited long enough.

From: [REDACTED]
Sent: Tuesday, November 08, 2011 9:16 AM
To: ESEA Waiver Request Comments
Subject: waiver

Mr. Holliday,

I direct the 21st CCLC program at [REDACTED]. It concerns me greatly that the state is checking box number 11 which allows for the use of 21st CCLC funds for purposes other than the after school programs.

We are in our third year of the program and are serving approximately half of our student body in one way or another. We offer at least two hours of academics each afternoon (Monday-Thursday) and an additional hour of academics or enrichment activities. Please see the students and hours of service for the first three months of operation this school year. What these numbers do not show are the personal stories of the students who live with grandparents, have parents on drugs or in jail, or have academic, emotional, or social needs that are being met through our program.

I am aware there are many uses for the funds that come from this program. However, I am not sure there is one that can reach as many students and help meet their needs as well as the after school program. Please reconsider allowing these funds to be used for other purposes. Thank you.

CARDINAL CONNECTION SERVICES TO STUDENTS:

AUGUST

HOMEWORK HELP:	Grade 6	Grade 7	Grade 8
Students Served:	32	45	31
Total Student Hours	146	158	53

INSTRUCTION:	Math	Reading
Students Served	60	43
Total Instruction Hours	146	120

362 Snacks served to 109 students

SEPTEMBER

HOMEWORK HELP:	Grade 6	Grade 7	Grade 8
Students Served:	73	76	58
Total Student Hours	309	272	141

INSTRUCTION:	Math	Reading
Students Served	77	65
Total Instruction Hours	195	185

855 snacks served to 229 students

OCTOBER

HOMEWORK HELP:	Grade 6	Grade 7	Grade 8
Students Served:	63	59	59
Total Student Hours	286	210	132

INSTRUCTION:	Math	Reading	(statistics not available yet)
Students Served			
Total Instruction Hours			

Served 761 snacks to 201 students.

From: [REDACTED]
Sent: Wednesday, November 02, 2011 10:21 AM
To: ESEA Waiver Request Comments
Subject:

Shouldn't you discuss the End of Course exam Developed by ACT?

[REDACTED]
World Civilization
AP World History
AP European History

[REDACTED]
It's About Kid's

From: [REDACTED]
Sent: Tuesday, November 01, 2011 12:09 PM
To: ESEA Waiver Request Comments
Subject: box #11
Mr. Commissioner,

As a Director of a 21st CCLC program here in [REDACTED], I would like the state of Kentucky to reconsider removing the check from Box #11. Each day we serve many students in our district through our afterschool programs made possible by the 21st CCLC Grant. Many of these students are from families struggling to make ends meet and we can offer a safe, affordable, and academically focused place for their children. In addition, we target our students that have special needs, both academically and socially, in order to give them extra support to be successful during the school day.

We have also been able to offer enrichment opportunities to our students that otherwise would not be able to experience. Just for example, since the first year of funding, our elementary students have been able to produce a spring musical for the community, our middle school students produce a fall drama, and our high school students are working with aviation. These are just a sampling of some of the incredible experiences our students have with 21st CCLC funds.

Within our three 21st CCLC sites, we are also very proud of our transition camps for our students at critical junctions in schooling; at the entry kindergarten level, those entering middle school, and those entering high school. These occur during the summer before the next school year begins and are made possible through our 21st CCLC funds.

As a teacher, I completely understand the need to do all we can to reach higher. However, I believe that the 21st CCLC after school, before school, and summer programming reaches out to students that need something extra and can provide the family support that is so necessary. So, please, Mr. Commissioner, keep the funding for 21st CCLC programs as originally intended. I appreciate your time and the opportunity to express my concerns.

[REDACTED]
Cardinal Station Director
[REDACTED]

From: [REDACTED]
Sent: Monday, October 31, 2011 4:00 PM
To: ESEA Waiver Request Comments
Subject: Waiver request

It seems that Kentucky proposes on one hand that the approach to Arts and Humanities is from a historical viewpoint and therefore does not require a teacher highly qualified in Art instruction but, then require students and schools to produce works of Art as evidence for the newly developed program reviews without Art Instruction from trained teachers. That seems to be a contradiction in both theory and practice.

From: [REDACTED]
Sent: Monday, October 31, 2011 8:38 AM
To: ESEA Waiver Request Comments
Subject: waiver request

I'm all for limiting federal government intrusions. Please submit the waiver.
[REDACTED]

From: [REDACTED]
Sent: Saturday, October 29, 2011 11:05 AM
To: ESEA Waiver Request Comments
Subject: Waiver

As you write policies concerning teacher, school, and student accountability, please consider the importance of parent involvement in the student's education success. With that, understand that a larger number of families in high poverty districts must overcome challenges that make it more difficult for the parents to be involved and supportive of their children's education. Children in these districts are more likely to be exposed to parents with drug/alcohol addiction, domestic violence, parents and siblings in jail, illiterate parents, parents working at night and/or working several jobs, single parent homes, foster homes, homelessness. Although these issues are way too common in the poorer neighborhoods; they are a rarity in wealthier districts. These are issues that affect an anxious child's ability to perform in school. We need support, solutions and accountability standards that reflect our diverse populations.

Some areas of education that have a direct correlation to student success and are challenges for the poor to offer parental support include:

Student's attendance: In addition to motivation issues and personal illness, students have responsibilities to babysit an ill younger sibling while parents work in entry level jobs that don't allow for sick days.

Participation in class and completion of class work : Students without parents home at night and those with babysitting responsibilities sleep and are distracted in the classroom.

Home study /homework: Students in low income neighborhoods go home to very loud multi-family homes, babysitting responsibilities, and some may not see their parent(s) all evening.

Extra school services: Parents are working and find it very hard to control the actions of their child from work. Many do not have phones and/or cannot take a phone call, at their entry level job, from the teacher to receive permission that allows the student to be held after school.

Class room disruptions: Disorderly behaviors overwhelm the discipline system at low income schools. Children receive little guidance at home and are acting out and responding to stressful situations using impulsive and reactive behavior. This makes learning difficult for all students in the classroom.

I understand writing policy is a very complex and difficult process. We all want to see our students become extremely successful and productive citizens. My concern is that the voice of the poor and powerless may be overlooked in the drive to increase the test scores. We must consider the fundamental issues behind student achievement.

[REDACTED]
Teacher, Sixth and Eighth Grade Language Arts

Education Organizations' Comments

From: [REDACTED]

Sent: Friday, November 04, 2011 10:53 AM

To: Miller, Mary Ann - Office of the Commissioner of Education

Subject: ESEA flexibility comments/questions

Hi Mary Ann -- the more we at KEA talked through several issues/questions in the ESEA flexibility request, we were able to boil down our formal comments and questions to just a few, which you will find attached.

We do have several issues we'd like to discuss with someone. Who should be our point person to contact about those? We would hope to arrange at least a conference call within the next couple of weeks to help us understand some issues better.

Thanks for your help and patience on this.

Kentucky's Draft ESEA Flexibility Request Comments and Questions from the Kentucky Education Association

General Comments

- A couple of general items found throughout the request are confusing and less clear than optimum:
 - "Multiple Measures": This phrase is used throughout the request. In some places, it appears to refer to multiple measures of student growth or student achievement. In other places, it appears to refer to multiple measures of teacher performance. In some places, the context surrounding the phrase makes its meaning clear. In other places, it is difficult to determine what is meant.
 - Percentages of Schools: When referencing groups of schools identified for recognition or support at various points in the request, it is not always clear what the percentage of schools referenced refers to. At some places, it appears that the document references a percentage of all schools. At other places, it appears that the reference is to a percentage of schools not making AYP.
- KEA would suggest that we describe more fully the kind of support that will be provided to Focus Schools/Districts beyond asking them to rewrite their plans. We believe it should be a priority to provide support and assistance to schools to prevent their ever being labeled as Persistently Low-Achieving.
- At several points in the request, reference is made to the Committee of Practitioners. KEA is not aware of such a committee. Can you please provide additional information?

Specific Comments

- **Page 31:** “The system will consist of multiple measures of student growth and achievement. . . .” The information provided to the Teacher Effectiveness Steering Committee has focused entirely on student *growth* being part of the new Professional Growth and Evaluation System. If student *achievement* is also going to be included, this presents a distinct issue we need to clarify further.
- **Page 35:** Is it possible for a school to be both a Focus School or PLAS and also a High Progress School? Since different criteria are used to identify schools in each category (overall score vs. other criteria), it seems to be possible. Having different criteria will confuse teachers and the public and diminish support for the validity of such categorization of schools. This entire chart seems to confuse things more than it helps, for those of us who have not been part of all the conversations around these issues.

There are several other issues that KEA would welcome the opportunity to discuss in person. Those issues concern the new assessment and accountability systems; the new Professional Growth and Evaluation System; and the new school categorization system.

From: [REDACTED]
Sent: Monday, November 07, 2011 2:38 PM
To: ESEA Waiver Request Comments
Subject: Feedback on NCLB waiver
Hello,

Attached you'll find feedback on the NCLB waiver.

Let me know if you have any questions.

NCLB Waiver Feedback from the Kentucky Association of School Councils (KASC)

Content Comments:

Page 48 and 49 Examples of CDIP and CSIP components and interventions

The way this is worded now, it gives the reader the impression that KDE is providing a menu of choices for interventions. This section needs to really focus on support and coaching to help these struggling schools. The interventions listed are basic, but if schools just use them without support, follow-up, and consistent guidance they just end up going through the motions, but nothing ever changes.

Try to strengthen these examples, like:

#2 — Include examples of not just providing time for data, but also coaching teachers on how to analyze and use data to improve instruction.

#3 — Include interventions that get family and community more involved in the actual student learning and not just knowing about what the school is doing. For example, including parents and community members on CSIP teams, in mentorship programs, or in classroom learning experiences.

Page 49-50 Priority Schools (and Districts) 2.D.iv

The timeline is easier to understand on page 53 for 2.E.iii for the Focus Schools. Could these be organized in a more consistent way? It's just not clear which AMO will be used to determine two consecutive years of being low achieving.

Page 58 Priority Schools

There is a Center for Learning Excellence at U of L, but where are the others? Should the sites be listed?

Editing comments to consider

Page 6-7 Assurances

Why are boxes 2, 9, 11, 13, 14 not shaded?

Page 16 first sentence of KDE written text

College and career-ready doesn't include a hyphen, but it does in the heading on the top of the page. Decide which way you want to do it and check the document for consistency.

Page 48 and 49 Examples of CDIP and CSIP components and interventions

Fix the font to match the rest of the document. The numbered headings look like they have been cut and pasted from another document. Number 4 has two different fonts within the same heading and random bolding.

From: Stu Silberman [REDACTED]@prichardcommittee.org]

Sent: Monday, November 07, 2011 3:40 PM

To: Holliday, Terry - Commissioner, Dept. of Education

Cc: Smith, Felicia - Associate Commissioner, Office of Next Generation Learners; Draut, Ken - Associate Commissioner, Office of Assessment and Accountability; Miller, Mary Ann - Office of the Commissioner of Education; [REDACTED]; Karem, David - KDE Board Member

Subject: Public Comments on NCLB Waiver Request

Attached you will find a letter that includes public comments regarding the NCLB waiver request. A hard copy will follow. See below:

Commissioner Terry Holliday
Kentucky Department of Education
500 Mero Street, 1st Floor, CPT
Frankfort, KY 40601

Dear Commissioner Holliday,

On behalf of the Prichard Committee for Academic Excellence, I want to convey our excitement about the prospects for greater flexibility on the implementation of No Child Left Behind and the strong principle of seeking to use Kentucky's new accountability model as the basis for federal as well as state efforts.

I also want to convey three suggestions for adding further strength to the draft waiver application you have released for public comment.

Section 2.A.i: Recognition, Accountability, and Support System (Subgroup Results) Page 26 of the application states: "Like previous accountability models, it continues annual public reporting of disaggregated student outcome measures in required content areas." We strongly urge that the language in the waiver be strengthened and better positioned to make it clearer that reporting of disaggregated data by sub-group will continue in Kentucky.

Section 2.D.i: Identification of Priority Schools Language is needed to clarify the methodology that will be used to identify the 5% of Title I schools categorized as priority schools. The federal waiver requirement calls for the priority group to be a "number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools." Based on Susan Weston's discussion with Associate Commissioner Ken Draut, we understand that the Department expects that group to include at least 40 of Kentucky's more than 800 Title I schools to meet this requirement. Accordingly, we think there may be a problem with the application statement that "Kentucky Priority Schools shall include all the schools identified as Persistently Low-Achieving (PLA) as defined by Kentucky Revised Statute 160.346." The PLA schools are not the lowest five percent of all Title I schools, but the lowest five percent of schools that have missed adequate yearly progress for three or more years. In 2011, the PLA process identified 12 Title I schools – far short of the 40 needed to make up five percent of Title I schools. We recommend revising and expanding this section to be sure it clearly communicates the intent of the Department.

Section 2.A.i: Recognition, Accountability, and Support System (Choice of Assessments) Section 1.c makes a brief mention of Kentucky participating in the consortium discussion. Section 2.A.i presents Kentucky's assessment plans as permanently settled on using ACT, QualityCore, and the other assessments in place for 2012. This is confusing as it does not make it clear on Kentucky's position regarding moving to the PARCC or the Smarter/Balanced assessment when those assessments become available. We recommend that language be added to clearly indicate Kentucky's intent.

It is our hope that this input will be utilized in a way that will increase Kentucky's chances to receive the waiver. Again, we at the Prichard Committee support the efforts of the Department in this request to provide the needed flexibility to move us forward. We hope you will be in touch if there is anything we can do to help further this effort.

Sincerely,

Stu Silberman
Executive Director

From: Steve Pines [spines@educationindustry.org]

Sent: Tuesday, November 08, 2011 1:23 PM

To: ESEA Waiver Request Comments

Subject: EIA Comments to KY ESEA waiver

Thank you for soliciting public comments to KY's waiver request.

We are very concerned that the State has ignored to use in its Priority and Focus schools, the only student-centric intervention currently available under NCLB, namely SES tutoring. While we understand and support the need to restructure poorly-performing schools with various PD and turn around strategies, these are all a multi-year efforts at a minimum before they may gain traction. In the meantime, the State does not make any immediate academic life line available to students that are trapped in these drop out factories.

After school tutoring is an effective, just in time intervention that Title I students should retain access to.

We urge the State to continue to provide tutoring under a revised and improved SES program. SES program improvements may include:

- *Create a state-organized competitive grant process for LEAs that seek new funds that come with an optional tutoring program; or*
- *Utilize a mandated set-aside funds of Title I funds for the lowest performing set of schools;*
- *Empower LEAs to match high-quality providers with schools most in need while respecting the role of parents to select their preferred service provider;*
- *Raise the quality of SES providers and hold them accountable for student achievement through rigorous evaluation;*
- *Equip States and LEAs with the administrative infrastructure to conduct more rigorous provider oversight and monitoring.*

Attached are more detailed recommendations to improve SES tutoring.

We are happy to talk with you further with regards to how to improve tutoring and better use these Title I resources.

Thanks

Steven Pines, Executive Director
Education Industry Association
1839 Batten Hollow Road
Vienna, VA 22182
(office) 800-252-3280, or
703-938-2429
(fax) 703-242-1479
(cell) [REDACTED]
spines@educationindustry.org

Attached Detailed Recommendations:

Using Federal Flexibility Waivers to Enhance Tutoring Quality and Effectiveness
EIA/Draft Oct. 6, 2011

States, with the offer of new flexibility using waivers from the Administration, have the opportunity to correct specific provisions of NCLB Section 1116 related to after school tutoring known as Supplemental Education Services. These remedies will:

- Create a state-organized competitive grant process for LEAs that seek new funds that come with an optional tutoring program; or
- Utilize a mandated set-aside funds of Title I funds for the lowest performing set

of schools;

- Empower LEAs to match high-quality providers with schools most in need while respecting the role of parents to select their preferred service provider;
- Raise the quality of SES providers and hold them accountable for student achievement through rigorous evaluation;
- Equip States and LEAs with the administrative infrastructure to conduct more rigorous provider oversight and monitoring.

Improved State and Administration Oversight

- Allow States and Districts to better target tutoring services to students most in need using a state-organized competitive grant process for LEAs that seek new funds that come with an optional tutoring program. This approach must also include requirements that unused tutoring funds be re-allocated to other school districts in that state; or
- States shall set-aside sufficient Title I funds for after school tutoring to target funding on a per-pupil basis to all low-income students that attend Focus and Priority schools as part of a comprehensive school turn-around strategy.
- States may invest additional Title I resources for after school tutoring in other Title I schools with subgroups of students (e.g. ELL and special education) that have substantial achievement gaps between the higher performing students and the lowest performing students.
- Tutoring may be offered before, after-school and during the summer and scheduled to maximize the available instructional hours to help increase student achievement as measured by State assessments for College and Career Readiness.
- States shall develop policies for LEAs that carry-over for one additional year, any unused tutoring funds from the first year that a federal waiver was granted. Following that second year, those original unused funds may be re-allocated at the LEA level for other Title I purposes.
- To ensure a quality educational experience for individual students and families, high standards should be established for approving tutoring service providers. These standards should include:
 - o evidence that the provider's curricula are aligned to State academic standards;
 - o evidence that they have at least five years of continuous operating experience providing education instruction to youth;
 - o use instructional methods and materials that are research- based;
 - o demonstrate financial stability, which may include a financial audit, evidence of sufficient working capital, or other means; and
 - o employ tutors that meet state-determined qualifications;
- States should be responsible for approving providers, program and compliance monitoring and evaluating program quality.
- States should be able to increase their administrative funding up to 2% of the reservation for SES, to ensure they are able to administer these new responsibilities effectively.

Focus on High Quality and Long Term Investment

(1) Providers should be granted a 5-year contract there-by providing the stability and predictability necessary for investment. This is also consistent with the typical accreditation term. Such a contract would be contingent on meeting annual performance measures.

- (2) States should develop a common student application form to be used by local educational agencies that is completed by parents of eligible students when enrolling in high quality academic tutoring.
- (3) States should conduct program monitoring of grant recipients' implementation of high quality academic tutoring to assure compliance waiver application requirements.
- (4) States should develop and implement a system to evaluate each approved provider of high quality academic tutoring which system--
 - (A) shall be based primarily upon the extent to which a provider improved student academic achievement, as measured by student progress toward meeting challenging State academic standards for all students enrolled in the high quality academic tutoring of the provider under this subsection—
 - (i) in each subject for which the provider provides high quality academic tutoring under this subsection to such students;
 - (ii) regardless of whether such students are in a grade level that is subject to a State assessment;
 - (iii) accounting for the length of each course of high quality academic tutoring offered by the provider; and
 - (iv) including academic data for all students in a provider's program who have completed that provider's program.
 - (B) shall be supplemented with additional criteria, such as—
 - (i) local educational agency evaluations of the high quality academic tutoring provided under this subsection;
 - (ii) student, parent, principal, or teacher satisfaction with the provider, except that, if a State elects to include this criterion in the State evaluation system, the satisfaction levels shall be measured by a survey that uniformly evaluates all such providers in the State;
 - (iii) the attendance rates of the students enrolled in the high quality academic tutoring offered by the provider under this subsection; and
 - (iv) any additional criteria determined to be necessary by the State educational agency;
 - (C) determines the value added by each provider in improving the student academic achievement of participating students, as measured by an appropriate assessment that is capable of measuring provider valueadded student growth relative to the targeted intervention provided; and
 - (D) be operational not later than the last day of the 2012-13 school year.
- (5) States should establish a fair mechanism for the removal of a provider who —
 - (A) fails, for 2 consecutive years, to contribute to increasing the academic proficiency of students served under this section based upon the evaluations required under paragraph (10);
 - (B) is found, after a full and fair investigation, to have repeatedly violated any requirements of subsection (h) or been subject to allegations proven true as submitted through the process required in paragraph (6); and
 - (C) does not serve students in a state for any two-year continuous interval

LEA and School Role

- Districts may be allowed to serve as tutoring service providers. However, schools seeking to provide tutoring services under the program must meet the same approval, monitoring and evaluation criteria as all other State-approved providers. Further, where a school or district is approved as a provider, under the program, the state must be required to enforce rules necessary to ensure that LEAs do not exert unfair advantages from their control of schools, administrators, facilities and teachers.
- School principals are ultimately accountable for their schools. Principals should have greater input into the number of providers who can operate in their specific schools by setting a limit on the number of providers per school site taking into consideration the providers' preferences for space (based on the Chicago Public Schools model.)
- LEAs and tutoring service providers should be required to share student achievement data to ensure better communication with the District, school, and with parents and to better track student performance and maximize attendance.
- LEAs shall make space on school grounds available to providers on the same terms and conditions offered to other community organizations.
- LEAs shall create a plan to inform eligible students of the availability of high quality academic tutoring which shall include, but not be limited to:
 - (A) Posting the common statewide student application on the agency's website;
 - (B) Conduct enrollment of eligible students throughout the year in conjunction with approved providers and community-based organizations to ensure that eligible students have full opportunities to participate; and
 - (C) A description of how the LEA will ensure tutoring services are provided in a timely manner, including notification to eligible families, enrolling students, and contracting with providers, to ensure that services begin no later than 60 days after the start of the school year.

Parental Choice and Empowerment

- States and LEAs, together with providers, will adopt policies and procedures that maximize parent participation in after school tutoring, including preserving the NCLB tenet that parents shall select their preferred provider.

For more information, please contact the Education Industry Association at spines@educationindustry.org

From: [REDACTED]

Sent: Tuesday, November 08, 2011 2:50 PM

To: ESEA Waiver Request Comments

Subject: KY's Waiver Request Public Comment

"Thank you for soliciting public comments to KY's waiver request."

It should be clear to anyone wanting to assist the at-risk students in Kentucky and in the United States that SEA NCLB waivers that do not continue to assist children receive the Supplemental Educational Services parents desire and children need are either extremely short-sighted or intentionally condemning the children of the poverty stricken and working poor to less than an education than others can afford to receive. Left to the discretion of school districts and schools

many students will not be provided the opportunity to improve their academics and thus their standing in life. The cart is being put before the horse here or that is to say SEAs and LEAs are being put before the parents and students!

I am very concerned that Kentucky has ignored to assist its Priority and Focus schools accordingly, the only student-centric intervention currently available under NCLB, namely SES tutoring. While we understand and support the need to restructure poorly-performing schools with various PD and turn around strategies, these are all a multi-year efforts at a minimum before they may gain traction. In the meantime, Kentucky does not make any immediate academic life line available to students that are trapped in low performing schools. This is not to mention the tens of thousands of under-employed and unemployed college educated individuals across the country who assist at-risk students that would lose the additional or only income for their own families, as well as the taxes SES companies and tutors return to government coffers. After school tutoring is an effective, just in time intervention that Title I students should retain access to.

I urge Kentucky to continue to provide tutoring under a revised and improved SES program. SES program improvements may include:

- *Utilize a mandated set-aside funds of Title I funds for the lowest performing set of schools;*
- *Empower LEAs to match high-quality providers with schools most in need while respecting the role of parents to select their preferred service provider;*
- *Raise the quality of SES providers and hold them accountable for student achievement through rigorous evaluation;*
- *Equip States and LEAs with the administrative infrastructure to conduct more rigorous provider oversight and monitoring.*

Respectfully,
Robert Gaskins M.Ed.
Executive Director
A Better Grade Tutoring, LLC
P.O. Box 20578
Louisville, KY 40250
866-936-ABGT / 502-290-7806
fax: 502-2908593
www.myabgt.com
tutors@myabgt.com

From: Chris Cummins [REDACTED]@yahoo.com]
Sent: Tuesday, November 08, 2011 4:33 PM
To: ESEA Waiver Request Comments
Subject: Kentucky NCLB Waiver Proposal Comments

Kentucky NCLB Waiver Proposal: Comments

Thank you for giving the public an opportunity to voice an opinion on Kentucky's recent request to seek a waiver of NCLB provisions. First, I want to disclose that I work with a Supplemental Educational Service program in Kentucky. As a Kentuckian and a member of an SES program, I fully support the waiver. I see it as a way to improve the current system to provide education

and support to the students in Kentucky. As a SES provider member, I am worried, however. I am worried that many of the negative comments by the school districts will end a program that works for Kentucky students. I see firsthand the educational needs of kids who go to the schools of the bottom 15%. Many of these kids have expressed much interest in wanting to learn, excel, and seeking college entrance, but many of these kids are lost and without support. The majority of these kids come from single family homes that are located in poor areas of our Kentucky's cities. In nearly every case, the parent or guardian of these kids have no college or the skill set to help their kids keep up. Without the additional help of afterschool tutoring or afterschool intervention, the majority of the kids will continue to fall behind. This is not good for Kentucky, competitively and economically.

As a SES provider, I see several issues that have caused SES tutoring to receive negative marks. First, many of the school districts are looking at the previous year's state test results to determine if SES tutoring is working. There is a problem with this evaluation method. Many of the kids that the providers receive are many grade levels behind. If the student raises a grade level or two but is still a grade level behind, the state's test might not pick up these gains. Many providers have tried to address this issue with the school districts, but the school districts will not accept that SES tutoring is working. The school districts will only focus on any evidence that could lead to the removal of SES tutoring from their school district. Second, KDE has not tightened up the requirements to be a provider. If KDE would require all tutors to have at least a bachelor degree, increase the number of hours offered to the students, require all providers to use the same assessments, require providers to use the school district's curriculum maps, and allow providers to remove students who do not follow the providers program, the quality and results will improve.

Lastly, over the years I have heard from school district administrators many negative comments about SES tutoring. I have heard, it is not effective, it is a waste of money, the kids do not want it, the parents do not sign up, and it does not look good for SES tutoring. Since I work with these parents and kids every day, I hear something different. Parents say that they are grateful for the additional help, and they have noticed a difference in their child's grades and attitude. Many kids say their teachers do not show them how to do the work, but their tutors do. Nearly every comment by the parents and kids are positive. The only complaint that I hear by parents is one that relates to not knowing of the program.

If Kentucky is going to end SES tutoring for 2012-2013, I ask KDE to talk with the parents and kids that are using SES tutoring. These parents have expressed concern over the possibility of ending SES tutoring or afterschool tutoring intervention. The parents are opposed to ending afterschool tutoring.

Thank you

Christopher Cummins
President
Achievers' Tutoring of Kentucky
PO Box 91935
Louisville, Ky 40291
502-742-2559
1-866-704-5995
www.achievertutoringofkentucky.com

From: Chris Cummins [REDACTED]@yahoo.com]
Sent: Tuesday, November 08, 2011 4:33 PM
To: ESEA Waiver Request Comments
Subject: Kentucky NCLB Waiver Proposal Comments

Kentucky NCLB Waiver Proposal: Comments

Thank you for giving the public an opportunity to voice an opinion on Kentucky's recent request to seek a waiver of NCLB provisions. First, I want to disclose that I work with a Supplemental Educational Service program in Kentucky. As a Kentuckian and a member of an SES program, I fully support the waiver. I see it as a way to improve the current system to provide education and support to the students in Kentucky. As a SES provider member, I am worried, however. I am worried that many of the negative comments by the school districts will end a program that works for Kentucky students. I see firsthand the educational needs of kids who go to the schools of the bottom 15%. Many of these kids have expressed much interest in wanting to learn, excel, and seeking college entrance, but many of these kids are lost and without support. The majority of these kids come from single family homes that are located in poor areas of our Kentucky's cities. In nearly every case, the parent or guardian of these kids have no college or the skill set to help their kids keep up. Without the additional help of afterschool tutoring or afterschool intervention, the majority of the kids will continue to fall behind. This is not good for Kentucky, competitively and economically.

As a SES provider, I see several issues that have caused SES tutoring to receive negative marks. First, many of the school districts are looking at the previous year's state test results to determine if SES tutoring is working. There is a problem with this evaluation method. Many of the kids that the providers receive are many grade levels behind. If the student raises a grade level or two but is still a grade level behind, the state's test might not pick up these gains. Many providers have tried to address this issue with the school districts, but the school districts will not accept that SES tutoring is working. The school districts will only focus on any evidence that could lead to the removal of SES tutoring from their school district. Second, KDE has not tightened up the requirements to be a provider. If KDE would require all tutors to have at least a bachelor degree, increase the number of hours offered to the students, require all providers to use the same assessments, require providers to use the school district's curriculum maps, and allow providers to remove students who do not follow the providers program, the quality and results will improve.

Lastly, over the years I have heard from school district administrators many negative comments about SES tutoring. I have heard, it is not effective, it is a waste of money, the kids do not want it, the parents do not sign up, and it does not look good for SES tutoring. Since I work with these parents and kids every day, I hear something different. Parents say that they are grateful for the additional help, and they have noticed a difference in their child's grades and attitude. Many kids say their teachers do not show them how to do the work, but their tutors do. Nearly every comment by the parents and kids are positive. The only complaint that I hear by parents is one that relates to not knowing of the program.

If Kentucky is going to end SES tutoring for 2012-2013, I ask KDE to talk with the parents and kids that are using SES tutoring. These parents have expressed concern over the possibility of

ending SES tutoring or afterschool tutoring intervention. The parents are opposed to ending afterschool tutoring.

Thank you

Christopher Cummins
President
Achievers' Tutoring of Kentucky
PO Box 91935
Louisville, Ky 40291
502-742-2559
1-866-704-5995
www.achievertutoringofkentucky.com

From: Richard Innes [REDACTED]@compuserve.com]
Sent: Monday, November 07, 2011 2:00 PM
To: ESEA Waiver Request Comments
Cc: Jwaters@freedomkentucky.com
Subject: Comments on ESEA Waiver Request

Richard G. Innes

[REDACTED]
[REDACTED]@Compuserve.com

Phone: [REDACTED]; Cellular [REDACTED]

November 7, 2011

**Comments on
KENTUCKY ESEA FLEXIBILITY
REQUEST
DRAFT 10/27/11**

The US Department of Education has invited all states to request flexibility and waivers from current requirements of the federal No Child Left Behind Act of 2001 (NCLB). Kentucky is preparing a request that asks for very extensive flexibility to totally substitute a new state assessment and accountability program for NCLB requirements. This paper outlines my concerns about the wisdom of granting such an extensive waiver at this particular point in time.

The Timing Issue

The Kentucky Board of Education is inaugurating a new and very extensive public school assessment and accountability program, called "Unbridled Learning," during the 2011-12 school year. This new system will replace the earlier Commonwealth Accountability Testing System (CATS) and its state-operated assessments, known as the Kentucky Core Content Tests (KCCT). The KCCT have been used until now for all NCLB math and reading accountability.

The waiver would completely substitute a new, and so far untried, program of assessments and graded program audits for the established NCLB program. Because no data exists for the new assessment program, at this point in time granting Kentucky a waiver from NCLB would

substitute a completely unknown program that needs a year just to establish baseline data for a program that has been in use for nearly a decade. That seems like a very risky action to take.

The Issue of Very Different AMOs

Kentucky is requesting a waiver under the option 1 in the US Department of Education's waiver request guidelines workbook. That reads:

1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

One of the great strengths of NCLB was the way it required schools to pay attention to performance of racial minorities, students living in poverty, and students with learning disabilities. NCLB established separate "Annual Measurable Objectives" in math and reading for each of these student subgroups. Schools that did well with some groups but not others were still highlighted by NCLB.

In very sharp contrast, Unbridled Learning has only one AMO. Here is how that will be managed. First, Unbridled Learning will develop scores from many different elements. This includes new state academic subject tests to be called the Kentucky Performance Rating For Education Progress (K-PREP) Tests along with other test results from the ACT, Incorporated's EPAS system (EXPLORE, PLAN and the ACT college entrance test). There will be an element that looks at reading and math gaps for the different races, though this element is not provided with significant weight. There will also be scored evaluations from program reviews, or audits, in three to five areas such as writing programs, arts and humanities programs, and career preparation (possibly plus two more: world languages and an evaluation of lower elementary school programs). Additional assessment elements will evaluate school teacher and staff performance.

Once all those various elements are individually scored, the various scores will be added together in a weighted system. The final result will be one, overall school accountability figure of merit, which will be referred to below as the 'school accountability index.'

As currently planned, only the final Unbridled Spirit school accountability index will be checked for acceptable performance against a single AMO target.

It is critically important to understand that the impact on the final Unbridled Learning school accountability index from any one of the many assessment areas is very small. That especially includes the impacts from the gap evaluations for student subgroups. The resulting problem is that schools can offset very weak performance in some areas, say the math performance of African-Americans, with better results for other of the many assessment areas. Absent the separate NCLB program, Unbridled Learning operating by itself may have considerable potential to leave significant student groups in Kentucky behind.

One final note: The waiver request guidelines from the US Department of Education specifically call for the state to request new and achievable AMOs, separate for math and reading/language arts, in the state's proposal. The call for waiver definitely indicates that, to protect children from being left behind, the US Department of Education contemplates that new AMOs, emphasis on the plural, will still be present separately in a number of areas. Kentucky's proposal only has one, overall AMO that will not meet the obvious intent of the requirements.

What would improve Unbridled Learning

There is concern that NCLB created so many AMOs that schools are overburdened to meet them. However, any program that lacks specific AMOs for student groups of concern is almost inevitably going to result in some of those students being left behind. Unbridled Learning could be significantly improved if, in addition to the overall school accountability index check against the overall AMO, that other AMOs were created for critical student groups.

One possible additional action would be to allow more targeted action when a school fails in only one AMO area. For example, if only African-Americans are falling behind, it probably isn't necessary to disrupt programs that are serving whites well, and probably just attention from experts in African-American support are needed at that school.

I offer one important exception to the current AMOs in NCLB

Some of the biggest controversies surrounding NCLB have involved the separate AMO required in math and reading for learning disabled students. Many have argued that expecting any group of students to reach 100 percent proficiency is unreasonable, but expecting that from the learning disabled group is especially so.

Therefore, I suggest the following, which has already been adopted in current planning for the Kentucky Department of Education's assistance to schools regulation, a companion to Unbridled Learning.

Instead of a standard AMO for learning disabled students, we should instead identify for corrective action those schools where the learning disabled students' score average is more than three standard deviations below the norm for the school's average score for all students. This would be calculated using the all student standard deviation in test scores calculated at the school level. In a trial calculation with the old Kentucky Core Content Test results, this approach identified around 20 to 30 schools in the state, a number that should be manageable for available resources at the Kentucky Department of Education.

This "Three Sigma" approach, as Kentuckians are beginning to call it from the use of the Greek letter Sigma in formulas that calculate standard deviations, is far more statistically defensible than expecting all learning disabled students, as a group, to reach 100 percent proficiency on tests that are designed to provide meaningful and useful information for other students.

In closing this section, if the US Department of Education does not want to open itself to charges that it is abandoning student subgroups in Kentucky, it needs to insist that Unbridled Learning has additional AMOs.

Some portions of the Kentucky request have merit

A number of the specific waiver requests from Kentucky have merit and should go forward. With state funding sorely stressed at present, authority to reprogram federal dollars, at least for a certain period of time, seems warranted.

In closing

The major piece in Kentucky's waiver request concerning assessment and accountability moves very far away from the intent of NCLB, so far that there is considerable danger that under-performance of certain student groups would essentially be all but ignored if the Unbridled Learning program were completely substituted for NCLB. However, with the reinsertion of some key AMOs for student groups and a more intelligent statistical approach to judging performance of students with learning disabilities, the proposal could become a very strong plan moving forward both in Kentucky and around the rest of the nation.

Richard G. Innes
Education Analyst
Bluegrass Institute for Public Policy Solutions

From: Ruth Green
Sent: Wednesday, November 02, 2011
To: ESEA Waiver Request Comments

November 2, 2011

Terry Holiday, Commissioner
Kentucky Department of Education
1st Floor, 5090 Mero Street
Frankfort, KY 40601

Dear Mr. Holiday:

KAPE has perused the No Child Left Behind (NCLB) act of 2001 waiver draft application that will, if approved, provide Kentucky the flexibility to support State efforts to improve student academic achievement and increase the quality of instruction. The draft is both educationally and technically clear. The waiver, with its design to improve academic achievement along with accountability, and supporting teacher and principal effectiveness has the support of the membership of Kentucky Association of Professional Educators (KAPE).

Sincerely,

Ruth Green, Director
Kentucky Association of Professional Educators

ATTACHMENT 3

**Notice and Information Provided to the Public on Opportunity to Review and
Provide Feedback on Kentucky's ESEA Wavier Request
(Press Release, Web Posting and E-mail Message to All State Legislators)**



KENTUCKY DEPARTMENT OF EDUCATION

NEWS RELEASE

No. 11-091

October 28, 2011

MEDIA CONTACT: Lisa Y. Gross

Office: (502) 564-2015 Cellular: [REDACTED] E-mail: lisa.gross@education.ky.gov

NCLB WAIVER APPLICATION POSTED FOR COMMENT

(FRANKFORT, Ky.) – The Kentucky Department of Education (KDE) has posted the state's application for flexibility under the Elementary and Secondary Education Act (ESEA) of 1965, which was reauthorized in 2001 as the No Child Left Behind (NCLB) Act.

KDE welcomes public comment on the state's application, which is posted on KDE's Unbridled Learning page, [here](#). Comments and feedback may be sent to eseawaiverrequest@education.ky.gov. Comments will be accepted until Tuesday, November 8.

To help states move forward with education reforms designed to improve academic achievement and increase the quality of instruction for all students, in September, President Barack Obama and U.S. Education Secretary Arne Duncan outlined how states can get relief from provisions of NCLB in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability and ensure that all students are on track to graduate college- and career-ready.

Since the passage of NCLB, Kentucky has used a two-tiered accountability model for its public schools and districts that provides both state- and federal-level designations. If the state's application for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal purposes.

The proposed accountability model also may be seen on the Unbridled Learning [page](#).

(more)

Visit our website at <http://www.education.ky.gov>.

Page 2 – ESEA/NCLB Waiver Request

The deadline for submission of the flexibility request is November 14, and the U.S. Department of Education will review applications in December. As of October 20, 42 states have indicated that they will request flexibility.

States can request waivers of 10 provisions of NCLB, including determining Adequate Yearly Progress (AYP), implementing school improvement requirements, allocation of federal improvement funding and more. States must address four principles in their requests for flexibility:

- college- and career-ready expectations for all students
- recognition, accountability and support for schools and districts
- support for effective instruction and leadership
- reduction of duplication and unnecessary reporting requirements


See more details on the flexibility opportunity at <http://www.ed.gov/esea/flexibility>.

##

Visit our website at <http://www.education.ky.gov>.

Kentucky Department of Education

Headlines

RSS Available 

Kentucky schools recognized for working conditions

At the 17th Annual Safe Schools, Successful Students Conference in Louisville, ten Kentucky public schools have been recognized for the working conditions, school safety and student achievement in their buildings. See [news release](#) for more information.

Kentucky's NAEP scores continue to show improvement

The results of the 2011 National Assessment of Educational Progress (NAEP) in mathematics and reading show that Kentucky's 4th graders and 8th graders made gains and outperformed the nation in some areas. See [news release](#) for more information.

NCLB Waiver Application Posted for Comment

The Kentucky Department of Education (KDE) has posted the state's application for flexibility under the Elementary and Secondary Education Act (ESEA) of 1965, which was reauthorized in 2001 as the No Child Left Behind (NCLB) Act. See [news release](#) for more information.

Members sought for Next-Generation Student Council

Public school students in grades 10-12 are invited to apply for membership in the Next-Generation Student Council, a new group formed by Kentucky Education Commissioner Terry Holliday. See [news release](#) for more information.

Kimberly Shearer named 2012 Kentucky Teacher of the Year

Kimberly Shearer, an English teacher at Boone County High School, has been named Kentucky Teacher of the Year.

The announcement was made today at a ceremony held at the Capitol Rotunda in Frankfort by Ashland Inc. and the Kentucky Department of Education. Governor Steve Beshear; Secretary of the Education and Workforce Development Cabinet Joseph Meyer; Commissioner of Education Terry Holliday; and Ashland Chairman and CEO Jim O'Brien were on hand to make the presentation. See [news release](#) for more information.

Nomination period open for Grissom and Kelly awards

The Kentucky Board of Education is accepting nominations for the Dr. Johnnie Grissom Award, which honors a Kentuckian or a Kentucky organization for outstanding dedication to improving student achievement and for closing the achievement gap; and for the Joseph W. Kelly Award, which honors a businessperson who has offered outstanding leadership and service toward promoting school improvement and equity of educational opportunity for all Kentucky children. The deadline for nominations for both awards is November 14. Click on the links for details and nomination forms for both the [Grissom Award](#) and [Kelly Award](#).

42.6 percent of schools meet all NCLB goals

Today, the Kentucky Department of Education released data related to schools' and districts' status under the federal No Child Left Behind (NCLB) Act; results of the Kentucky Core Content Tests (KCCT); college/career-readiness data and information about achievement gaps. See the data for these items [here](#).

Copyright © 1999-2011 Commonwealth of Kentucky

From: Holliday, Terry - Commissioner, Dept. of Education

Sent: Friday, October 28, 2011 3:27 PM

To: legislators2011@lrc.ky.gov

Cc: Harper, Billy (KDE Board Member); Ramsey, Brigitte (KDE Board Member); Karem, David - KDE Board Member; Combs, Dorie (KDE Board Member); Parrent, Jonathan - KDE Board Member; Gibbons, Judith - KDE Board Member; Kelley Lewis; Jones, Martha - KDE Board Member; Marcum, Roger - KDE Board Member; Wheeler, Mary Gwen - KDE Board Member; Twyman, William - KDE Board Member

Subject: ESEA/NCLB draft waiver application posted for comment; invite you to comment by Nov. 8

Importance: High

Dear Members of the General Assembly,

The Kentucky Department of Education (KDE) has posted the state's *Draft* ESEA waiver request document for flexibility from the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Act on the KDE website. We welcome you to review the waiver request document and its accompanying appendix and send us your comments/feedback. If the state's waiver request for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal accountability. The deadline for submission of the waiver request is November 14, and the U.S. Department of Education will review applications in December. We hope to have approval during January.

The waiver request is based upon the new Unbridled Learning accountability system that has as its foundation the mandates of Senate Bill 1 (2009). Approval of the waiver request ensures that Kentucky will have one accountability system and is no longer subject to the burdensome federal requirements of the No Child Left Behind Act. To ensure that the three regulations that define the criteria for the new accountability system remain consistent with the mandates of Senate Bill 1, we will bring any changes requested by the United States Department of Education as a result of their review of the waiver request back through the Local Superintendents Advisory Council; the School Curriculum, Assessment and Accountability Council; the National Technical Advisory Panel on Assessment and Accountability; and the Office of Education Accountability before we bring the regulations to the Education Assessment and Accountability Review Subcommittee and the Interim Joint Education Committee for approval in the next few months.

To access the waiver request and the accompanying appendix, click on the following links:

- Waiver request document -

<http://www.education.ky.gov/NR/rdonlyres/FD017945-468A-4277-9BDA-30044FD7F8DA/0/ESEAWaiverRequest.pd>

- Appendix to the waiver request -

<http://www.education.ky.gov/NR/rdonlyres/DA275F76-CE5F-4516-BBE6-6E2CD79306B3/0/ESEAWaiverRequestAppendices.pdf>

We will accept comments on the application until close of business on Tuesday, November 8 and those may be sent to the following e-mail address: eseawaiverrequest@education.ky.gov.

Thank you for your forward thinking in passing Senate Bill 1 that has allowed Kentucky to be a leader in education nationally.

If you have questions on the waiver request, contact Mary Ann Miller at maryann.miller@education.ky.gov or via phone at (502) 564-3141.

Terry Holliday, Ph.D.
Commissioner of Education

RESOLUTION SUPPORTING THE ADOPTION AND INTEGRATION OF THE KENTUCKY CORE ACADEMIC STANDARDS ACROSS KENTUCKY'S EDUCATION SYSTEM

**BY
THE KENTUCKY BOARD OF EDUCATION,
COUNCIL ON POSTSECONDARY EDUCATION AND
EDUCATION PROFESSIONAL STANDARDS BOARD
COMMONWEALTH OF KENTUCKY**

Whereas, The Kentucky Board of Education, Council on Postsecondary Education and Education Professional Standards Board are committed to the continual improvement of the educational system for all students; and

Whereas, Senate Bill 1 was passed in the 2009 regular session of the Kentucky General Assembly and requires collaboration among the boards and staffs of the Kentucky Department of Education, Council on Postsecondary Education and Education Professional Standards Board to revise Kentucky's academic content standards, train local district teachers and administrators on their implementation and train faculty and staff in all of the teacher preparation programs in the application of the revised academic standards; and

Whereas, The Senate Bill 1 Steering Committee has supported the three agencies' collaboration with the Council of Chief State School Officers and National Governors Association Center for Best Practices in the Common Core Standards project; and


Whereas, Kentucky's Governor and Chief State School Officer signed a Memorandum of Agreement with the aforementioned organizations to participate in the development and adoption process of national Common Core Standards in English/language arts and mathematics for grades K-12; and

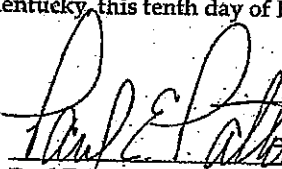
Whereas, The drafting process for the standards has included broad input from Kentucky teachers, administrators, higher education officials, education partners, the public, staffs of the three participating agencies, a national validation committee and national organizations that has resulted in the current standards document; and

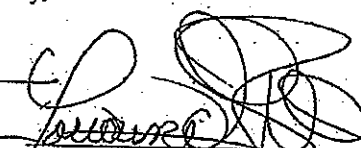
Whereas, As required by Senate Bill 1, the Common Core Standards in English/language arts and mathematics focus on critical knowledge, skills and capacities needed for success in the global economy; reflect fewer, but more in-depth standards to facilitate learning; communicate expectations more clearly and concisely to teachers, parents, students and citizens; consider international benchmarks; and ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each educational level;


NOW, THEREFORE, be it resolved by the Kentucky Board of Education that the current draft of the Common Core Standards, to be known as the Kentucky Core Academic Standards for English/language arts and mathematics, was adopted by the board on February 10, 2010, and be it further resolved by the Kentucky Board of Education, Council on Postsecondary Education and Education Professional Standards Board that their respective agencies shall integrate the final standards into their work and processes to ensure that all Kentucky students experience a successful and productive future.

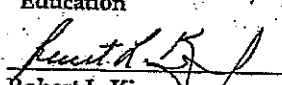
Done in the city of Versailles, Kentucky, this tenth day of February, in the year Two Thousand Ten.



Joe Brothers, Chair
Kentucky Board of Education


Paul E. Patton, Chair
Council on Postsecondary
Education


Lorraine Williams, Chair
Education Professional
Standards Board


Terry K. Holliday
Commissioner of Education


Robert L. King
CPE President


Phillip S. Rogers
EPSB Executive Director

The
Commonwealth Commitment
College and Career Ready

**Resolution Supporting the Role of Postsecondary Education
in Improving College and Career Readiness
by
Kentucky's College and University Presidents**

WHEREAS, education is the cornerstone of a strong economy, and a sustained commitment to educational opportunity and student success can bring about fundamental improvement in the quality of life of all Kentucky citizens; and

WHEREAS, too many students come to postsecondary education underprepared for college-level work; and

WHEREAS, Senate Bill 1, passed in the regular session of the 2009 General Assembly, led to the implementation of several key education initiatives to impact college readiness and completion; and

WHEREAS, included in the legislation was a mandate for Kentucky's postsecondary education system to partner with P-12 leaders to align core academic standards, and to develop a Unified Strategy for College and Career Readiness, a comprehensive plan to improve the success of students with readiness needs; and

WHEREAS, Kentucky's postsecondary education system has a clear and significant responsibility to work closely with the P-12 system to ensure that Kentucky's students benefit from high-quality teachers, and engaged and progressive school leaders; and new college readiness strategies; and

WHEREAS, Kentucky's colleges and universities are responding to the needs of Kentucky's P-12 system through expanded outreach and collaboration with local schools, increased education research, innovative methods for preparing and supporting teachers and school leaders, effective professional development programs; and

WHEREAS, Kentucky's P-12 and postsecondary education systems must work together to help students and families understand that postsecondary education is an attainable and financially viable goal and that the future economic well-being of students is tied to education beyond high school.

NOW, THEREFORE, be it resolved that Kentucky's Advisory Conference of Presidents, comprised of the chief executive officers of Kentucky's public universities, Kentucky Community and Technical College System, the Council on Postsecondary Education, and the Association of Independent Colleges and Universities, pledges to continue and expand efforts to build stronger linkages between Kentucky's P-12 schools and postsecondary education, improve student transitions from high school to college, support an ongoing model of collaboration, and lead the postsecondary system in the successful implementation of Kentucky's Unified Strategy for College and Career Readiness.

Done in the city of Frankfort, Kentucky this first day of September, 2010.

**Council on Postsecondary Education
June 10, 2011**

**Kentucky Public Postsecondary Education Admission Regulation
13:KAR 2:020 Revision**

The Council's Strategic Agenda directed the Council on Postsecondary Education staff to review and revise 13: KAR 2:020 to reflect the change in high school graduation requirements for the class of 2012, revised college readiness indicators, and transfer admission. Upon approval by the Council, it will be filed with the Legislative Research Commission. If approved, the revisions to the regulation will take effect fall 2012.

ACTION: The staff recommends that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:020, Guidelines for Admission to the State-supported Postsecondary Education Institutions in Kentucky.

High school graduation requirements for the graduating class of 2012 were revised by the Kentucky Department of Education in 2008 to include mathematics every year a student is in high school, including algebra I and II and geometry. Based on these changes, staff proposes that the state's precollege curriculum requirements in the Council's Admissions Regulation be simplified to align with the new graduation requirements.

Additionally, in 2011, the Council convened statewide content work teams representing the Kentucky Community and Technical College System, all public universities, and the Kentucky Department of Education to develop a set of college readiness indicators and learning outcomes for readiness programming that all public postsecondary institutions have agreed to use. The common set of college readiness indicators allow for a unified statement about college readiness based on test scores that are transferable from one campus to another. These indicators also allow for the full implementation of the SB 1 Unified Strategy for College and Career Readiness intervention programming in high school and for intervention programming through adult education programs.

The college and career readiness content standards, incorporated into the learning outcomes for developmental, transitional, and supplemental coursework, allow students to transfer that coursework from one public postsecondary institution to another without the need for additional testing or remediation, saving students time and costs in earning a degree.

Finally, the revision includes a statement from the transfer statute, KRS164.2951 Section 2, directing public universities to give priority admission to in-state associate of arts and associate of science transfer students meeting university admission criteria over out-of-state student applicants. The revised regulation incorporates the recommended changes.

Staff preparation by Sue Cain

College Readiness Indicators^{1,2}

Beginning fall 2012, all public postsecondary institutions in Kentucky will use the following benchmarks as college readiness indicators. Upon admission to a public postsecondary institution, students scoring at or above the scores indicated will not be required to complete developmental, supplemental, or transitional coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

Readiness Score Area	ACT Score	SAT Score	COMPASS	KYOTE
English (Writing)	English 18 or higher	Writing 430 or higher	Writing 74 or higher ^{3,4}	6 or higher ⁵
Reading	Reading 20 or higher	Critical Reading 470 or higher	Reading 85 or higher ⁶	20 or higher
Mathematics (General Education, Liberal Arts Courses)	Mathematics 19 or higher	Mathematics 460 or higher	Algebra Domain 36 or higher ⁷	College Readiness Mathematics 22 or higher
Mathematics (College Algebra)	Mathematics 22 or higher	Mathematics 510 or higher	Algebra Domain 50 or higher ⁸	College Algebra 14 or higher ⁹
Mathematics (Calculus)	Mathematics 27 or higher	Mathematics 610 or higher	NA ¹⁰	Calculus TBA

1. Institutional admission policies are comprised of many factors including, but not limited to high school completion or a general education equivalency diploma (GED), high school coursework, ACT or SAT scores, high school GPA, class rank, an admission essay or interview, submission of an academic and/or civic activity portfolio, etc. Placement exam results are used for course placement after a student is admitted to a postsecondary institution.
2. A COMPASS or KYOTE placement test score will be guaranteed as an indicator of college readiness for 12 months from the date the placement exam is administered.
3. An Asset writing score of 43 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
4. COMPASS E-Write scores of 9 on a 12 point scale or 6 on an 8 point scale indicate readiness.
5. A common rubric will be used to score the KYOTE Writing Essay. The rubric has an eight point scale. A score of 6 is needed to demonstrate readiness.
6. An Asset reading score of 44 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
7. An Asset Elementary Algebra Score of 41 or an Intermediate Algebra score of 39 indicates readiness for a general education course, typically in the social sciences.
8. An Asset elementary algebra score of 46 or an intermediate algebra score of 43 indicates readiness for college algebra.
9. For the 2011-12 school year a KYOTE College Readiness Mathematics Placement score of 27 or higher will be used to indicate readiness for College Algebra. For the 2012-13 and beyond, only the KYOTE College Algebra placement test score of 14 or higher will be used to indicate readiness for College Algebra.
10. There is not a COMPASS or Asset indicator for Calculus readiness.

By fall 2012, the following learning outcomes will be included in developmental, transitional, and supplemental coursework and intervention programming supporting college readiness.

WRITING

Transitional, developmental, and supplemental education writing courses objectives:

1. Generate essays using a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. Produce clear, grammatically correct, and coherent writing in which the development, organization, style, usage, and diction are appropriate to task, purpose, and audience.
4. Develop and strengthen writing through the recursive processes of planning, drafting, revising, editing, or trying a new approach.
5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Conduct a short inquiry-based research project, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (on demand or single sitting) for a range of tasks, purposes, and audiences.

Courses from public postsecondary institutions that meet the writing readiness learning outcomes:

KCTCS—ENC 091
Eastern Kentucky University—ENG 095
Kentucky State University—ENG 099
Morehead State University—ENG 099
Murray State University—ENG 100
Northern Kentucky University—ENGD 090
Western Kentucky University—DENG 055
University of Kentucky
University of Louisville

READING

Transitional, developmental, and supplemental education reading courses objectives:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why ideas develop over the course of a text.
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take or to build knowledge.
10. Read and comprehend texts independently and proficiently.

Courses from public postsecondary institutions that meet the reading readiness learning outcomes:

KCTCS—RDG 030 or CMS 185 or RDG 041
Eastern Kentucky University—ENR 095 or ENR 116
Kentucky State University—ENG 103
Morehead State University—EDEL 097
Murray State University—REA 100
Northern Kentucky University—RDG 091 or RDG 110
Western Kentucky University—DRDG 080 or LTCY 199
University of Kentucky
University of Louisville—GEN 105

MATHEMATICS FOR THE LIBERAL ARTS

Transitional, developmental, and supplemental education mathematics courses objectives for a liberal arts mathematics course:

1. Perform exact arithmetic calculations involving fractions, decimals and percents.
2. Simplify and evaluate algebraic expressions using the order of operations.
3. Use the properties of integer exponents and rational exponents of the form $1/n$.
4. Calculate and solve applied problems of the perimeter, circumference, area, volume, and surface area.
5. Solve proportions.
6. Determine the slope of a line given two points, its graph, or its equation; determine an equation of a line given two points or a point and slope.
7. Solve and graph linear equations and inequalities in one and two variables.
8. Simplify square roots of algebraic and numerical expressions.
9. Solve systems of two linear equations in two variables.
10. Graph parabolas on the rectangular coordinate system.
11. Solve quadratic equations.
12. Factor the greatest common factor from a quadratic; factor simple trinomial of the form $ax^2 + bx + c$.
13. Add, subtract, and multiply polynomials with one or more variables.
14. Solve applied problems using the above competencies.
15. Recommendation for inclusion: Apply the concepts in the course to model and solve applications based on linear and quadratic functions.

Students successfully completing the liberal arts mathematics course may need to complete an additional transitional course to prepare for college algebra.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for a liberal arts mathematics course:

KCTCS—MAT 120
Eastern Kentucky University—MAT 095
Kentucky State University—MAT 096
Morehead State University—MATH 091
Murray State University—MAT 100
Northern Kentucky University—MAHD 095
Western Kentucky University—DMA 096
University of Kentucky
University of Louisville

COLLEGE ALGEBRA

Transitional, developmental, and supplemental education mathematics courses objectives for college algebra:

1. Add, subtract, multiply, and divide polynomials.
2. Factor polynomials including finding the greatest common factor, using grouping, recognizing special products, and factoring general trinomials.
3. Use the properties of rational exponents.
4. Add, subtract, multiply, and divide rational expressions.
5. Solve quadratic equations using factoring, completing the square, and the quadratic formula.
6. Solve polynomial and rational equations.
7. Solve systems of linear equations in two unknowns.
8. Solve absolute value equations and solve and graph absolute value inequalities.
9. Solve and graph linear equations and inequalities in one or two variables.
10. Solve equations with radicals.
11. Introduce complex numbers.
12. Evaluate real numbers raised to rational exponents and simplify expressions containing rational exponents.
13. Convert expressions with rational exponents to radical form and vice versa.
14. Understand the concept of slope, how it relates to graphs, and its relation to parallel and perpendicular lines.
15. Determine an equation of a line given two points, a point, and slope, a point and a parallel or perpendicular line.
16. Determine whether a given correspondence or graph represents a function.
17. Evaluate functions and find the domains of polynomial, rational, and square root functions.
18. Graph parabolas by finding the vertex and axis of symmetry and plotting points.
19. Apply the concepts in the course to model and solve applications based on linear, quadratic, and exponential functions.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for college algebra:

KCTCS—MAT 120

Eastern Kentucky University—MAT 097 or MAT 098

Kentucky State University—MAT 097

Morehead State University—MATH 093

Murray State University—MAT 105

Northern Kentucky University—MAHD 099

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

8	<p>An "8 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and clarifying elaboration/examples. Clear organization is apparent through paragraphs and transition signals with strong topic sentences and a strong closing passage. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates an advanced vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure, verb and pronoun use, punctuation, spelling, and capitalization), are minimal and do not hamper communication.</p>
7	<p>A "7 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and fairly helpful elaboration/examples. Clear organization is apparent through paragraphs and transition signals. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates a strong vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure, verb and pronoun use, punctuation, spelling, and capitalization), are minimal and do not hamper communication.</p>
6	<p>A "6 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details. Clear organization is apparent through paragraphs and transition signals. Sentence structure is overall fluent and coherent. Word choice is mostly accurate and demonstrates an appropriate vocabulary. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.</p>
5	<p>A "5 paper" offers clear, approach to the assigned topic and supports the approach with details of varying quality. Organization is apparent through paragraphs and transition signals. Sentence structure is fairly fluent and coherent. Word choice is mostly accurate. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.</p>
4	<p>A "4 paper" offers a somewhat clear approach to the assigned topic and moderately supports the approach. Organization is mostly apparent through paragraphs and some transition signals. Sentence structure is fairly fluent and coherent. Word choice is sometimes vague. There are likely to be proofreading mistakes and occasional errors in standard written English, but these, while noticeable, do not significantly hamper communication.</p>
3	<p>A "3 paper" offers an approach to the topic, but support may be inadequate or weakly organized. Sentence structure may have lapses from coherence and fluency. Word choice is sometimes vague. There are likely to be proofreading mistakes and some errors in standard written English, but these, while noticeable, do not significantly hamper communication.</p>
2	<p>A "2 paper" may lack a clear approach to the topic, or it may offer inadequate or unorganized support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that may interfere with communication.</p>
1	<p>A "1 paper" may appear to lack an understanding of the topic or may fail to approach the topic with relevant support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that are likely to interfere with communication.</p>

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 **13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions**
4 **in Kentucky.**

5 RELATES TO: KRS 156.160, 158.6451, 158.6453, 164.001, [~~164.011,~~] 164.020[~~(3),~~] (5), (8),
6 164.030

7 STATUTORY AUTHORITY: KRS 164.020(8)

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the council to set the
9 minimum qualifications for admission to the state-supported postsecondary education institutions. It is the
10 intent of the council that all prospective students have available to them an opportunity for postsecondary
11 education appropriate to their interests and abilities. This administrative regulation establishes the
12 minimum qualifications related to admission at state-supported postsecondary education institutions. [~~The~~
13 ~~college-readiness standards established in this administrative regulation shall not release institutions from~~
14 ~~the requirements contained in 13 KAR 2:060, degree program approval; equal opportunity goals.]~~

15 Section 1. Definitions. (1) "Adult learner [~~student~~]" means a student who is twenty-one (21) years of
16 age or older.

1 (2) "Certified, nonpublic school" means a Kentucky non-public school that has voluntarily agreed to
2 comply with the Kentucky Board of Education curriculum and textbook standards, received accreditation
3 by an agency approved by the Kentucky Board of Education, been recommended for certification by the
4 Kentucky Non-Public School Commission, and had the recommended certification approved by the
5 Kentucky Board of Education.

6 (3) "Council" is defined by KRS 164.001(8).

7 (4) [(3)] "Developmental course" means a college or university class or section that prepares a student
8 for college-level study and does not award credit toward a degree.

9 (5) [(4)] "Institution" [or "institutions"] means a state-supported postsecondary education institution as
10 defined in KRS 164.001(12).

11 (6) [(5)] "KCTCS" means the Kentucky Community and Technical College System as defined in KRS
12 164.001(13).

13 (7) "Pre-college curriculum" means the Kentucky high school graduation requirements or other
14 approved course of study established in 704 KAR 3:303, and two units of a single world language.

15 (8) "Student eligible to pursue a GED®" means a student who has met the federal ability to benefit
16 guidelines.

17 (9) "Supplemental course or program" means a college or university class, additional class hours,
18 tutoring, or mentoring beyond that required for a student who meets the system-wide standards for
19 readiness.

1 (10) ~~[(6)]~~ "System-wide standard" means an ACT Assessment sub-score of eighteen (18) in English,
2 nineteen (19) in mathematics, or twenty (20) in reading.

3 Section 2. Minimum Qualifications for Institutional Admission as a First-time Student to a State-
4 supported University [Students]. (1)(a) Except as provided by paragraph (b) of this subsection, an
5 applicant who is a resident of Kentucky and who seeks admission to a Kentucky state-supported
6 university [seeking to enter a community and technical college] shall have fulfilled the minimum
7 requirements for admission to a baccalaureate degree program [degree program established by the
8 Kentucky Community and Technical College System consistent with this administrative regulation] if the
9 applicant has met the admission criteria established by the institution and:

10 ~~[1. Graduated from a public high school or a certified nonpublic high school; or~~

11 ~~2. Earned a high school general equivalency diploma (GED).~~

12 ~~(b) The Kentucky Community and Technical College System may choose to exempt students who are~~
13 ~~eligible to pursue a GED from the requirements of paragraph (a) of this subsection if the KCTCS~~
14 ~~publishes the exemption policy in the student catalog.~~

15 ~~(c) An applicant to a community college type program at a university shall:~~

16 ~~1. Satisfy the minimum requirements for admission to a two (2) year degree program established by~~
17 ~~the admitting institution consistent with this administrative regulation; and~~

18 ~~2. Take the ACT Assessment.~~

1 ~~(2)(a) Except as provided in paragraph (b) of this subsection, an applicant shall have fulfilled the~~
2 ~~minimum requirements for admission to a baccalaureate program at a university if the applicant has:]~~

- 3 1. Graduated from a public high school or a certified non-public high school;
- 4 2. Completed the pre-college curriculum [~~established in Section 3 of this administrative regulation~~];
- 5 and
- 6 3. Taken the ACT Assessment.

7 (b) An applicant who has earned a high school general equivalency diploma (GED®) [~~(GED)~~] or who
8 is a graduate of a Kentucky based non-certified non-public high school, including a home school, shall
9 have fulfilled the requirements for admission [~~may be admitted~~] to a baccalaureate program [~~at a~~
10 ~~university~~] by meeting the admission criteria established by a university, in writing, and by taking the
11 ACT Assessment and by scoring at levels established by the university.

12 (c) [~~(3)~~] Notwithstanding the provisions of paragraphs (a) and (b) of subsection[s] (1) [~~and (2)~~] of this
13 section, a university may substitute the SAT for the ACT Assessment. A university may substitute the
14 ACT RESIDUAL, ASSET Testing Program, COMPASS Testing Program, KYOTE Testing Program, or
15 ACCUPLACER Testing Program [~~may be substituted~~] for the ACT Assessment requirement for an adult
16 learner[student].

17 (d) Provide that KCTCS graduates of approved associate of arts and associates of science programs
18 shall receive priority for admission to a state public university over out-of-state students if they meet the
19 same admission criteria (KRS 164.2951, Section 2).

1 ~~[(4) An institution shall establish a written policy for admitting a student if an applicant has attended a~~
2 ~~noncertified or nonpublic high school and completed a course of study. Noncertified nonpublic schools~~
3 ~~shall include a home school.]~~

4 (2) ~~[(5)]~~ A non-resident ~~[seeking admission to a baccalaureate degree program at a university]~~ shall
5 have fulfilled the minimum requirements for admission to a baccalaureate degree program at a university
6 if the applicant has met the admission criteria established by the institution and [complete]:

7 (a) ~~[The ACT recommended college core courses for the precollege curriculum which are listed in the~~
8 ~~Benefits of a High School Core Curriculum, ACT 2006; or~~

9 ~~(b)]~~ Completed a college preparatory curriculum comparable to Kentucky's pre-college curriculum;
10 and

11 (b) Taken the ACT Assessment or the SAT Assessment [established in Section 3 of this administrative
12 regulation].

13 (3) ~~[(6)]~~(a) A university may~~[, under extenuating circumstances,]~~admit a student who has not met the
14 testing requirements of subsection (1) ~~[(2)]~~(a)3 or (2)(b) of this section if the university has a written
15 policy defining the [extenuating] circumstances that require the testing be delayed.

16 (b) ~~[H]~~ A university admitting a student under paragraph (a) of this subsection, ~~[the student]~~ shall
17 satisfy the provisions of subsection (1) ~~[(2)]~~(a)3 or (2)(b) of this section during the first semester of
18 enrollment.

19 (4) The requirement to complete the pre-college curriculum shall apply to:

1 (a) A first-time university student pursuing a baccalaureate degree with or without a declared
2 major;

3 (b) A university student who is already enrolled and who is converting from non-degree status to
4 baccalaureate degree status;

5 (c) A student changing from certificate or associate degree status to baccalaureate degree status; or

6 (d) A student transferring from another institution who has been admitted to baccalaureate degree
7 status by a state-supported university.

8 (5) A university shall accept a waiver of a pre-college curriculum course if:

9 (a) A student is unable to complete the course because of a physical handicap;

10 (b) The school district superintendent or designee verifies that a student's handicapping condition
11 prevents the student from completing the course in question; and

12 (c) The student completes a course substituted by the local school in accordance with 704 KAR
13 3:305, Section 3(2).

14 (6) The requirement to complete the pre-college curriculum as set forth in Section 2(1)(a)2. shall
15 not apply to:

16 (a) An adult student;

1 (b) A student entering baccalaureate degree status with twenty-four (24) or more semester
2 credit hours applicable to a baccalaureate degree with a grade point average (GPA) of at least 2.00 on a
3 4.00 scale;

4 (c) Active duty military personnel, their spouses, and their dependents;

5 (d) A student enrolled in a community or technical college or a community college type program
6 at a university;

7 (e) A non-resident student subject to the provisions of subsection (2) of this section; or

8 (f) An international student.

9 (7) A university may establish, in writing, additional admission criteria to supplement these
10 minimum requirements.

11 (8) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high
12 ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early
13 admission shall be exempt from the requirement of meeting the pre-college curriculum as set forth in
14 subsection (2)(a)2.

15 (9) A university may admit a person who does not meet the entrance requirements established in
16 this section, for the purpose of enrolling in a college course or courses as a non-degree student.

17 (10) A state-supported university who admits a student in an associate or baccalaureate degree
18 program and who does not meet the system-wide readiness standards for English, mathematics, and
19 reading shall use a placement exam to place a student in the proper course. If a student scores below the

1 system-wide standard of readiness in English, mathematics, and reading as outlined in the College
2 Readiness Indicators document incorporated by reference, a university shall place the student in an:

3 (a) Appropriate developmental course in the relevant discipline within two semesters following a
4 student's initial enrollment; or

5 (b) Appropriate entry-level college course within two semesters following a student's initial
6 enrollment, provided that the course offers supplementary academic support such as extra class sessions,
7 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an
8 entry-level course.

9 (11)(a) A student shall not be required to enroll in a developmental or supplemental course in
10 English if the student has:

11 1. A sub-score on the ACT Assessment of eighteen (18) or higher;

12 2. Met an English benchmark placement score outlined in the College Readiness Indicators
13 document;

14 3. Successfully completed a high school English transitional course or intervention program and
15 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

16 4. Successfully completed a developmental or supplemental English course at a public
17 postsecondary education institution where the course meets the system-wide learning outcomes identified
18 in the College Readiness Indicators document.

1 **(b) A student shall not be required to enroll in a developmental or supplemental mathematics**
2 **course if the student is enrolling in a liberal arts mathematics course, and has:**

3 **1. A sub-score on the ACT Assessment of nineteen (19) or higher;**

4 **2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness**
5 **Indicators document;**

6 **3. Successfully completed a high school mathematics transitional course or intervention program**
7 **and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course**
8 **outlined in the College Readiness Indicators document; or**

9 **4. Successfully completed a developmental or supplemental mathematics course at a state-**
10 **supported postsecondary education institution that meets the system-wide learning outcomes identified in**
11 **the College Readiness Indicators document.**

12 **(c) A student shall not be required to enroll in a developmental or supplemental course in college**
13 **algebra if the student has:**

14 **1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;**

15 **2. Met a college algebra mathematics benchmark placement score outlined in the College**
16 **Readiness Indicators document;**

17 **3. Successfully completed a developmental or supplemental mathematics course at a state-**
18 **supported postsecondary education institution that meets the system-wide learning outcomes for college**
19 **algebra identified in the College Readiness Indicators document.**

1 (d) A student shall not be required to enroll in a developmental or supplemental course in reading
2 if the student has:

3 1. A sub-score on the ACT Assessment of twenty (20) or higher;

4 2. Met a reading benchmark placement score outlined in the College Readiness Indicators
5 document;

6 3. Completed twelve (12) hours of reading intensive work at a postsecondary education
7 institution;

8 4. Successfully completed a high school reading transitional course or intervention program and
9 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators
10 document; or

11 5. Successfully completed a developmental or supplemental reading course at a state-supported
12 postsecondary education institution that meets the system-wide learning outcomes identified in the
13 College Readiness Indicators document.

14 (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall
15 be permitted to enroll in a credit-bearing calculus course.

16 (f) A student who demonstrates a level of competence by achieving the standards established in
17 the College Readiness Indicators document, and by achieving the scores contained in sub-section (11) (a)
18 through (e) shall be guaranteed placement in credit-bearing course work.

1 (12) An adult student who has been admitted without taking the ACT Assessment or the SAT
2 may be placed into an appropriate course based on the following tests:

3 (a) The ACT Residual Test

4 (b) The ASSET Testing Program;

5 (c) The COMPASS Testing Program;

6 (d) The KYOTE Testing Program;

7 (e) The ACCUPLACER Testing Program; or

8 (f) An institutional placement test.

9 (13) An institution shall be responsible for determining the remediation required including the
10 number of developmental courses required.

11 (14) An institution shall enroll a student who scores below the state-wide readiness standards in
12 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been
13 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental
14 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an
15 appropriate course requiring college-level reading skills.

16 (15) A university shall report to the Council data that monitors the performance of first-time
17 students in developmental and entry-level courses. The core elements of the first-time student
18 performance monitoring system shall include:

1 (a) ACT or SAT scores;

2 (b) institutional placement exam results;

3 (c) Information that identifies whether a course is developmental, entry-level, or entry-level with
4 supplementary academic support provided; and

5 (d) Trades in developmental entry-level courses.

6 Section 3. Minimum Qualifications for Institutional Admission as a First-time Student to the
7 Kentucky Community and Technical College System (KCTCS). (1) Except as provided by paragraph (b)
8 of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a community
9 and technical college degree program established by the Kentucky Community and Technical College
10 System if the applicant has:

11 (a) Graduated from a public high school or certified non-public high school; or

12 (b) Earned a general equivalency diploma (GED®)

13 (2) An applicant who has earned a high school general equivalency diploma (GED®) or who is a
14 graduate of a Kentucky based non-certified non-public high school, including a home school, shall have
15 fulfilled the requirements for admission to a community or technical college by meeting the admission
16 criteria established by KCTCS, in writing.

17 (3) KCTCS may waive the requirement to take the GED® as set forth in subsection (1)(b)
18 pursuant to a written policy published by KCTCS.

1 (4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high
2 ACT Assessment score, and social maturity, may be granted early admission without meeting the
3 requirements of subsection (1)(a) and (b).

4 (5) KCTCS may admit a person who does not meet the entrance requirements established in this
5 section, for the purpose of enrolling in a college course or courses as a non-degree student.

6 (6) KCTCS, in admitting a student to a degree program who does not meet the system-wide
7 readiness standards for English, mathematics, and reading, shall use a placement exam to place a student
8 in the proper course. If a student scores below the system-wide standard of readiness in English,
9 mathematics, and reading as outlined in the College Readiness Indicators document incorporated by
10 reference, the institution shall place the student in an:

11 (a) Appropriate developmental course or adult education course of study in the relevant discipline
12 within two semesters following a student's initial enrollment; or

13 (b) Appropriate entry-level college course within two semesters following a student's initial
14 enrollment, provided that the course offers supplementary academic support such as extra class sessions,
15 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an
16 entry-level course.

17 (7)(a) A student shall not be required to enroll in a developmental or supplemental course in
18 English if the student has:

19 1. A sub-score on the ACT Assessment of eighteen (18) or higher;

1 2. Met an English benchmark placement score outlined in the College Readiness Indicators
2 document;

3 3. Successfully completed a high school English transitional course or intervention program and
4 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

5 4. Successfully completed a developmental or supplemental English course at a state-supported
6 postsecondary education institution where the course meets the system-wide learning outcomes identified
7 in the College Readiness Indicators document.

8 (b) A student shall not be required to enroll in a developmental or supplemental mathematics
9 course if the student is enrolling in a liberal arts mathematics course, and has:

10 1. A sub-score on the ACT Assessment of nineteen (19) or higher;

11 2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness
12 Indicators document;

13 3. Successfully completed a high school mathematics transitional course or intervention program
14 and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course
15 outlined in the College Readiness Indicators document; or

16 4. Successfully completed a developmental or supplemental mathematics course at a state-
17 supported postsecondary education institution that meets the system-wide learning outcomes identified in
18 the College Readiness Indicators document.

1 (c) A student shall not be required to enroll in a developmental or supplemental course in college
2 algebra if the student has:

3 1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

4 2. Met a college algebra mathematics benchmark placement score outlined in the College
5 Readiness Indicators document;

6 3. Successfully completed a developmental or supplemental mathematics course at a state-
7 supported postsecondary education institution that meets the system-wide learning outcomes for college
8 algebra identified in the College Readiness Indicators document.

9 (d) A student shall not be required to enroll in a developmental or supplemental course in reading
10 if the student has:

11 1. A sub-score on the ACT Assessment of twenty (20) or higher;

12 2. Met a reading benchmark placement score outlined in the College Readiness Indicators
13 document;

14 3. Completed twelve (12) hours of reading intensive work at a postsecondary education
15 institution;

16 4. Successfully completed a high school reading transitional course or intervention program and
17 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators
18 document; or

1 5. Successfully completed a developmental or supplemental reading course at a state-supported
2 postsecondary education institution that meets the system-wide learning outcomes identified in the
3 College Readiness Indicators document.

4 (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall
5 be permitted to enroll in a credit-bearing calculus course.

6 (f) A student who demonstrates a level of competence by achieving the standards established in
7 the College Readiness Indicators document, and by achieving the scores contained in sub-section (7) (a)
8 through (d) shall be guaranteed placement in credit-bearing course work.

9 (8) An adult student who has been admitted without taking the ACT Assessment or the SAT may
10 be placed into an appropriate course based on the following tests:

11 (a) The ACT Residual Test;

12 (b) The ASSET Testing Program;

13 (c) The COMPASS Testing Program;

14 (d) The KYOTE Testing Program;

15 (e) The ACCUPLACER Testing Program; or

16 (f) An institutional placement test.

17 (9) An institution shall be responsible for determining the remediation required including the
18 number of developmental courses required.

1 (10) An institution shall enroll a student who scores below the state-wide readiness standards in
2 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been
3 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental
4 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an
5 appropriate course requiring college-level reading skills.

6 (11) KCTCS may exempt students enrolled in selected certificate and diploma programs from an
7 assessment and placement in English, mathematics, and reading. The list of certificate and diploma
8 programs that exempt students from the required assessment and placement shall be published by KCTCS
9 in the student catalog.

10 (12) KCTCS shall report to the Council data that monitors the performance of first-time students
11 in developmental and entry-level courses. The core elements of the first-time student performance
12 monitoring system shall include:

13 (a) ACT or SAT scores;

14 (b) Institutional placement exam results;

15 (c) Information that identifies whether a course is developmental, entry-level, or entry-level with
16 supplementary academic support provided; and

17 (d) Trades in developmental entry-level courses.

18 ~~[Precollege Curriculum. (1) An applicant to a baccalaureate degree program at an institution shall~~
19 ~~complete twenty two (22) or more approved high school units including the following courses in the~~

1 ~~precollege curriculum. The precollege curriculum established in this section shall include the following~~
2 ~~categories and courses of study:~~

3 ~~(a) Four (4) units of high school study in English/language arts, specifically including English I,~~
4 ~~English II, English III, and English IV or AP English;~~

5 ~~(b) Except as provided in subparagraphs 1, 2, and 3 of this paragraph, three (3) units of high school~~
6 ~~study in mathematics, including Algebra I, Algebra II, and Geometry.~~

7 ~~1. An integrated, applied, interdisciplinary, or technical/occupational course may be substituted for a~~
8 ~~traditional Algebra I, Geometry, or Algebra II course if the course meets the appropriate content standards~~
9 ~~described in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

10 ~~2. A mathematics course whose content is more rigorous than Algebra I shall be accepted as a~~
11 ~~substitute for Algebra I.~~

12 ~~3. An Algebra I course taken prior to high school shall be counted as a required mathematics course if~~
13 ~~the academic content of the course is at least as rigorous as the appropriate high school algebraic thinking~~
14 ~~standards outlined in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

15 ~~(c) Three (3) units of high school study in science, to include physical science, life science, and earth~~
16 ~~and space science. At least one (1) unit shall be a laboratory course;~~

17 ~~(d) Three (3) units of high school study in social studies, from the following content areas: United~~
18 ~~States history, economics, government, world geography, and world civilization;~~

19 ~~(e) One half (1/2) unit in health education;~~

1 ~~(f) One half (1/2) unit in physical education;~~

2 ~~(g) One (1) unit in history and appreciation of visual and performing arts; and~~

3 ~~(h) Two (2) units in the same foreign language unless:~~

4 ~~1. The applicant's local school has diagnosed the student as having a learning disability as set forth in~~
5 ~~KRS 157.200 and 707 KAR 1:310; and~~

6 ~~2. Either:~~

7 ~~a. The school has determined that the learning disability precludes the student from successfully~~
8 ~~completing a foreign language course; or~~

9 ~~b. The applicant demonstrates linguistic competence and awareness of a foreign language at least~~
10 ~~equivalent to two (2) years of high school language.~~

11 ~~(2) In addition to the requirements of subsection (1) of this section, a student shall take five (5)~~
12 ~~electives. Three (3) of the five (5) electives shall be courses with academic content that is at least as~~
13 ~~rigorous as that required in the minimum high school graduation requirements and shall be in the~~
14 ~~following areas of study:~~

15 ~~(a) Social studies;~~

16 ~~(b) Science;~~

17 ~~(c) Mathematics;~~

18 ~~(d) English/language arts;~~

1 ~~(e) Arts and humanities;~~

2 ~~(f) Physical education and health. A student shall be limited to one half (1/2) unit as an elective in~~
3 ~~physical education and to one half (1/2) unit in health;~~

4 ~~(g) Foreign language; or~~

5 ~~(h) Agriculture, industrial technology education, business education, marketing education, family and~~
6 ~~consumer sciences, health sciences, technology education and career pathways.~~

7 ~~(3)(a) An integrated, applied, interdisciplinary, or higher level course shall be substituted for a course~~
8 ~~listed in subsections (1) or (2) of this section, if the substituted course offers the same or greater academic~~
9 ~~rigor and the course covers or exceeds the minimum required content.~~

10 ~~(b) Integrated mathematics courses shall be taken as a sequence. A student shall choose either the~~
11 ~~algebra/geometry sequence or the integrated mathematics sequence.~~

12 ~~(c) An approved substitute course may include an honors course, advanced placement course, dual~~
13 ~~credit course, or a course taken at an institution.~~

14 ~~(4) An institution may establish additional requirements to supplement this minimum academic~~
15 ~~preparation.~~

16 ~~(5)(a) An institution shall accept a waiver of a required precollege curriculum course if:~~

17 ~~1. A student is unable to complete a course because of a physical handicap; and~~

1 ~~2. The school district superintendent or designee verifies that a student's handicapping condition~~
2 ~~prevents the student from completing the course in question.~~

3 ~~(b) Following a determination that a student is unable to complete a course based upon paragraph (a)~~
4 ~~of this subsection, a local school may substitute another course in accordance with 704 KAR 3:305,~~
5 ~~Section 3(2).~~

6 ~~(6) An institution shall determine whether an applicant has met these minimum academic preparation~~
7 ~~requirements.~~

8 ~~(7) The precollege curriculum requirement shall apply to:~~

9 ~~(a) A first-time student pursuing a baccalaureate degree with or without a declared major;~~

10 ~~(b) A student converting from nondegree status to baccalaureate degree status;~~

11 ~~(c) A student changing from certificate or associate degree level to baccalaureate degree level; or~~

12 ~~(d) A student who, transferring from another institution, has been admitted to baccalaureate degree~~
13 ~~status by the receiving institution.~~

14 ~~(8) The following shall be exempted from the requirements of the precollege curriculum:~~

15 ~~(a) An adult student;~~

16 ~~(b) A student entering baccalaureate degree status with twenty-four (24) or more semester credit hours~~
17 ~~applicable to a baccalaureate degree with a GPA (grade point average) of at least 2.00 on a 4.00 scale;~~

18 ~~(c) Active duty military personnel, their spouses, and their dependents;~~

1 ~~(d) A student enrolled in a community or technical college or a community college type program at a~~
2 ~~university;~~

3 ~~(e) A nonresident student because he or she is subject to the provisions of Section 2(5) of this~~
4 ~~administrative regulation; or~~

5 ~~(f) An international student.~~

6 ~~Section 4. Conditional Admissions Qualifications. (1) A university shall have the option of admitting~~
7 ~~conditionally a first time student applicant to a baccalaureate degree program who has not met the~~
8 ~~requirements of Section 3 of this administrative regulation. A first time student admitted conditionally~~
9 ~~shall remove or otherwise satisfy academic deficiencies in a manner and time period established by the~~
10 ~~enrolling institution.~~

11 ~~(2) An institution enrolling students in a baccalaureate degree program under the conditional~~
12 ~~admission provisions in subsection (1) of this section shall admit conditionally each academic term not~~
13 ~~more than five (5) percent of a base figure. The base figure shall be the average number of students~~
14 ~~reported as enrolled with baccalaureate degree status over the preceding four (4) years.~~

15 ~~(3) Although not subject to the precollege curriculum for admission purposes, the precollege~~
16 ~~curriculum status of students enrolled in a community college type program in a university shall be~~
17 ~~assessed and reported to the Council on Postsecondary Education.~~

18 ~~(4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high~~
19 ~~ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early~~

1 ~~admission by an institution shall be exempt from the provisions of Sections 2 and 3 of this administrative~~
2 ~~regulation.~~

3 ~~(5) At the discretion of the institution, a person who does not meet college entrance requirements,~~
4 ~~including high school students, may enroll in a college course as a nondegree student.]~~

5 Section ~~(4)~~ [5]. Transfer Students. (1) The council's General Education Transfer Policy and
6 Implementation Guidelines, incorporated by reference, shall direct an institution's policy on the
7 acceptance of transfer credits.

8 (2) An institution shall assure that a transferring student receives academic counseling concerning the
9 transfer of credit among institutions.

10 (3) A university or the KCTCS [~~An institution~~], consistent with the provisions of subsection (1) of
11 this section, shall accept a student's college credit earned when a course is taken both for high school
12 credit and college credit. Credit earned through a dual enrollment arrangement shall be treated the same as
13 credit earned in any other college course.

14 [~~Section 6. Assessment and Placement of Students. (1) The Kentucky Statewide Public Postsecondary~~
15 ~~Placement Policy in English and Mathematics shall apply to:~~

16 ~~(a) A first-time student enrolled in an associate or baccalaureate degree program or a certificate or~~
17 ~~diploma program at an institution;~~

18 ~~(b) A student who transfers from a degree program at one (1) institution into a degree program at~~
19 ~~another institution and who has not taken and successfully passed college level courses in mathematics~~
20 ~~and English;~~

1 ~~(c) A student who transfers from a certificate or diploma program into a degree program and who has~~
2 ~~not taken and successfully passed college level courses in mathematics and English; or~~

3 ~~(d) A student converting from nondegree status to degree status who has not taken and successfully~~
4 ~~passed college level courses in mathematics and English.~~

5 ~~(2) A nondegree seeking student shall be exempt from systemwide mandatory assessment and~~
6 ~~placement policies.~~

7 ~~(3) Except as provided in subsection (11) of this section, an institution shall use the ACT Assessment~~
8 ~~to evaluate student competencies in mathematics, English, and reading. An institution may accept scores~~
9 ~~on the SAT in lieu of the ACT Assessment for placement in college level courses.~~

10 ~~(4) If a student is determined to have not met the systemwide standards for readiness, an institution~~
11 ~~shall use a placement exam to help place the student in the proper course.~~

12 ~~(5) An institution shall place a student who scores below the systemwide standard in mathematics,~~
13 ~~English, or reading in an:~~

14 ~~(a) Appropriate developmental course in the relevant discipline; or~~

15 ~~(b) Entry level college course, if the course offers supplementary academic support, such as extra~~
16 ~~class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually~~
17 ~~associated with an entry level course.~~

1 ~~(6) Effective with the fall semester of 2010, an institution shall satisfy the provisions of subsection (5)~~
2 ~~of this section by placing a student in the appropriate developmental course or entry level college course~~
3 ~~within the first two (2) academic terms that a student is enrolled.~~

4 ~~(7)(a) A student shall not be required to enroll in a developmental course in English if the student has~~
5 ~~a sub score on the ACT Assessment of eighteen (18) or higher in English. The student shall be permitted~~
6 ~~to enroll in a credit bearing writing course.~~

7 ~~(b) A student shall not be required to enroll in a developmental course in Mathematics if the student~~
8 ~~has a subscore on the ACT Assessment of nineteen (19) or higher in Mathematics.~~

9 ~~1. A student who scores between nineteen (19) and twenty one (21) shall be permitted to enroll in a~~
10 ~~credit bearing mathematics course.~~

11 ~~2. A student who scores twenty two (22) through twenty six (26) on the ACT Assessment in~~
12 ~~Mathematics shall be permitted to enroll in a credit bearing algebra course.~~

13 ~~3. A student who scores twenty seven (27) or higher on the ACT Assessment in Mathematics shall be~~
14 ~~permitted to enroll in a credit bearing calculus course.~~

15 ~~(e) A student who has been admitted to an institution and who demonstrates a level of competence by~~
16 ~~achieving the standards established in the Kentucky Statewide Public Postsecondary Placement Policy in~~
17 ~~English and Mathematics, which is incorporated by reference, and by achieving the scores contained in~~
18 ~~paragraph (a) or (b) of this subsection shall be guaranteed placement in credit bearing coursework.~~

19 ~~(8) An adult student who has been admitted without the ACT Assessment test or the SAT may be~~
20 ~~placed into an appropriate course using:~~

1 ~~(a) The ACT Residual Test;~~

2 ~~(b) The ASSET Testing Program;~~

3 ~~(c) The COMPASS Testing Program;~~

4 ~~(d) The ACCUPLACER Testing Program; or~~

5 ~~(e) An institutional placement test.~~

6 ~~(9) An institution shall be responsible for determining the remediation required including the number~~
7 ~~of developmental courses required, if necessary.~~

8 ~~(10) Effective with the fall semester of 2010, an institution shall enroll a student who scores below the~~
9 ~~statewide standards in an appropriate developmental or entry level course until readiness for credit-~~
10 ~~bearing courses has been demonstrated. An institution shall ensure that a student who completes a~~
11 ~~developmental or supplemental course shall enroll in a credit bearing course in that subject or discipline,~~
12 ~~or in the case of reading, appropriate course work requiring college level reading skills.~~

13 ~~(11)(a) KCTCS shall select campus placement tests for the community and technical colleges that~~
14 ~~assess mathematics, English, and reading skills.~~

15 ~~(b) KCTCS may use the ACT Assessment scores or SAT scores to place a student into an appropriate~~
16 ~~developmental course.~~

17 ~~(12) KCTCS shall place a degree seeking student who scores below the systemwide standard in~~
18 ~~mathematics, English, or reading in an:~~

1 ~~(a) Appropriate developmental course in the relevant discipline; or~~

2 ~~(b) Entry level college course if the course offers supplementary academic support, such as extra class~~
3 ~~sessions, additional labs, tutoring, and increased monitoring of students, beyond that which is usually~~
4 ~~associated with an entry level course.~~

5 ~~(13) KCTCS may exempt students enrolled in selected certificate and diploma programs from an~~
6 ~~assessment and placement in mathematics, English, and reading. The list of certificate and diploma~~
7 ~~programs that exempt students from the required assessment and placement in mathematics, English, and~~
8 ~~reading shall be published by KCTCS in the student catalog.~~

9 ~~(14) an institution shall report to the council data that monitors the performance of first time students~~
10 ~~in developmental and entry level courses. The core elements of the first time students performance~~
11 ~~monitoring system shall include, as appropriate:~~

12 ~~(a) ACT or SAT scores;~~

13 ~~(b) Institutional placement exam results;~~

14 ~~(c) Information that identifies whether a course is developmental, entry level, or entry level with~~
15 ~~supplementary academic support provided; and~~

16 ~~(d) Grades in developmental and entry level courses.]~~

17 Section 4 [7]. Incorporation by Reference. (1) The following material is incorporated by reference:

18 (a) "General Education Transfer Policy and Implementation Guidelines", 2004, Council on
19 Postsecondary Education;

1 (b) College Readiness Indicators, 2010~~["Benefits of a High School Core Curriculum", 2006, ACT;~~
2 and

3 ~~(c) "Kentucky Statewide Public Postsecondary Placement Policy in English and Mathematics", 2004.]~~

4 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the
5 Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky,
6 Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Paul E. Patton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on July 26 at 10:00 a.m. local time at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until August 1, 2011.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

Dr. Sue Cain, Coordinator
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 320
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 254
Fax: 502.573.1535
Email: sue.cain@ky.gov

ESEA Flexibility Request -- Attachment 7
Timeline for U.S. Department of Education Peer Review
and
Explanation of Kentucky's Testing Program

Timeline for U.S. Department of Education Peer Review							
	Key Milestone or Activity	Timeline Start	Timeline Completion	Responsible	Evidence	Status	Notes
1	Outline legal requirements for new assessment system	1-Jan-09	30-Mar-11	KY General Assembly	Senate Bill 1	Completed	
2	Design Outline based on SB1	1-Apr-09	1-Aug-09	KDE - Assessment	Assessment Outline	Completed	
3	Re-write Academic Standards - Reading/Mathematics Common Core	1-Apr-09	15-Dec-09	KDE - Curriculum/Instruction	Kentucky Core Academic Standards	Completed	
4	Adopt Common Core Standards in Reading and Mathematics	1-Feb-10	15-Feb-10	KBE - Approval	KBE Minutes	Completed	
5	Select Vendors to Deliver new assessment system	1-Jul-10	1-Feb-11	KDE - Assessment	Contracts	Completed	Vendors: Pearson for K-PREP 3-8 tests; ACT for HS End of Course; ACT for College EPAS System.
6	Codify Accountability System and test system into state regulations	1-Jun-10	1-Jul-11	KDE and KBE	State Regulation	Completed	KBE has approved state regulation. Regulations are in final stage of review by Administrative Regulation Review Committee of the General Assembly.
7	ACT EOC Testing	1-Oct-11	Ongoing	KDE - Assessment and ACT	Test Scores	In Progress	ACT EOC tests scheduled for a 1 Oct 2011 start date. Continue through the year.
8	Pearson K-PREP Tests 3-8 Test Developed	1-Apr-12	15-Mar-12	KDE - Assessment and Pearson	Blueprints	On Schedule	Pearson (as of fall 2012) is developing the K-PREP tests
9	Pearson K-PREP Tests Administered 3-8	15-Apr-12	15-Jun-12	KDE		On Schedule	
10	Development of Peer Review Workbook	15-Apr-11	1-Oct-12	KDE			

Attachment 7
 Kentucky ESEA Flexibility Request

ATTACHMENT 7 - Timeline of when SEA will submit the assessments and standards for peer review

Timeline for U.S. Department of Education Peer Review							
	Key Milestone or Activity	Timeline Start	Timeline Completion	Responsible	Evidence	Status	Notes
11	Peer Review	1-Feb-12	1-Dec-12	KDE- Assessment and USDOE		In Planning	Based on the final design and test items, KDE will notify USDOE in February concerning the intent to have their new test system reviewed by Peer Reviewers. Standard setting will occur in the summer/fall of 2012. Once the standard setting is complete, a Peer Review can be conducted.
12	Adopt Science and Social Studies Standards	1-Dec-12	31-Dec-12	KBE - Approval		Scheduled for future	
13	Vendor creates new Science and Social test based on new science and math standards	1-Jan-13	30-Oct-13	KDE - Assessment and Pearson		Scheduled for future	
14	Administer new science and social studies tests	1-Apr-13	30-Jun-13	KDE - Assessment and Pearson		Scheduled for future	
15	Peer Review	1-Feb-13	1-Dec-13	KDE - Assessment and USDOE		Scheduled for future	Additional Peer Review for new tests in science and social studies.

Kentucky's testing program is described below:

Elementary and Middle Schools Tests
Kentucky Performance Rating for Education Progress (K-PREP) Tests Grades 3-8

Pearson is designing a summative, end-of-year test for Grades 3 through 8 to measure the Kentucky Core Academic Standards (KCAS). The KCAS in reading, mathematics, and writing incorporate 100% of the Common Core Standards. In science and social studies, Pearson will use the Kentucky Core Content for Assessment (KCCA). KCCA was developed in 2006 to capture Kentucky standards. As soon as a national set of standards arrives for science and social studies, Kentucky will re-write tests to match those standards. Common Core Academic Standards items were field-tested in Kentucky in the spring of 2011 and will become the operational items used in the spring 2012 testing. WestEd, the lead vendor for the Smarter Balanced Consortium (SBAC), wrote the first set of field test items to match the Common Core Academic Standards. The tested subjects and grades are outlined in the table found below titled "Summary of Kentucky State-Required Assessments for 2011-12 School Year". The test will be a combination of norm-referenced (NRT) and criterion-referenced (CRT) sections. The test will include multiple choice and constructed response questions. The NRT will produce a picture of student achievement compared to a national norming sample and the CRT will produce information about how well students perform on the Common Core Academic Standards.

Attachment 7
 Kentucky ESEA Flexibility Request

Summary of Kentucky State-Required Assessments for 2011-2012 School Year

GRADE	Reading (KCAS)	Writing (KCAS)	Mathematics (KCAS)	Science (CC 4.1)	Social Studies (CC 4.1)	EPAS
3	CRT/NRT		CRT/NRT			
4	CRT/NRT	Editing/Mechanics	CRT/NRT	CRT/NRT		
5	CRT/NRT	On-demand Writing	CRT/NRT		CRT/NRT	
6	CRT/NRT	Editing/Mechanics and On-demand Writing	CRT/NRT			
7	CRT/NRT		CRT/NRT	CRT/NRT		
8	CRT/NRT	On-demand Writing	CRT/NRT		CRT/NRT	EXPLORE
9	End of Course English II		End of Course Algebra II	End of Course Biology	End of Course U.S. History	
10		On-demand Writing				PLAN (Used to meet required testing of editing/mechanics.)
11		On-demand Writing				ACT
12						
KCAS=Kentucky Core Academic Standards CC 4.1=Core Content for Assessment,4.1 EPAS=Educational Planning and Assessment System by ACT, Inc.						

High School Testing

ACT EPAS Tests

Kentucky adopted the ACT Educational Planning and Assessment System (EPAS). EPAS includes a linked set of tests measuring college readiness standards. The EPAS is based on the core academic areas of high school and postsecondary and measures the knowledge and skills needed for college success. All of the assessments are multiple-choice tests administered under standardized conditions. The tests are developmentally and conceptually linked. The EPAS tests are: (1) ACT, (2) ACT PLAN, and (3) ACT EXPLORE.

(1) ACT

ACT is a curriculum-based test directly related to the standards of high school courses in English, reading, mathematics, and science. A high correlation exists between the Common Core Standards and the standards measured by the ACT test. The ACT is given to all Kentucky high school juniors in March. Scores meeting or exceeding the Council

Attachment 7

Kentucky ESEA Flexibility Request

on Postsecondary Education's benchmarks are used by 100% of the Kentucky higher education institutions for placement into credit bearing courses. ACT has a fifty year history of use in the United States and has a breadth of solid research.

(2) ACT PLAN

ACT PLAN is administered to all sophomores in Kentucky. The PLAN is a curriculum-based test that has a link to the ACT scale allowing the test scores to predict performance on the ACT. The PLAN has four tests: English, reading, mathematics and science. In addition, objective data on the strengths and weaknesses of a student are provided.

(3) ACT EXPLORE

ACT EXPLORE is administered to all eighth graders. The EXPLORE is a curriculum-based test that has a direct link to the PLAN test scale. The scores from the EXPLORE can predict how a student will perform on the PLAN test. The EXPLORE has four tests: English, reading, mathematics, and science. In addition, objective data on the strengths and weaknesses of a student are provided.

High School End-of-Course (EOC) Tests

In addition to the EPAS tests, the ACT Quality Core EOC tests will be used for the high school testing program. The Quality Core program was designed to ensure that students have access to high-quality, rigorous instruction in core subjects. Quality Core is more than a test since it provides numerous curriculum resources and an item bank for formative assessment needs. Besides the curriculum materials, Quality Core does have companion end -of -course tests.

For 2011-12, four EOC tests will be used by Kentucky: English II, Algebra II, Biology and U.S. History. These four courses cover the traditional subjects of reading, mathematics, science and social studies. In addition, all four courses are required to earn a Kentucky public school diploma; therefore, all students will take these four tests. Writing will be tested in high school through an end-of -year, summative K-Prep test designed by Pearson. The standards of the EOC tests match very well with the Common Core State Standards for College and Career Readiness.

English Language (EL)

The Kentucky Department of Education fulfills the requirement for an annual English language proficiency (ELP) assessment through its membership in the WIDA Consortium (World-Class Instructional Design and Assessment - WIDA). WIDA is a not-for-profit educational consortium of state departments of education that designs and implements English language proficiency standards and equitable educational opportunities for grade K-12 students who are English language learners.

WIDA provides Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs as its ELP assessment. ACCESS is tied to Kentucky's language proficiency standards with varying stages of second language acquisition. It contains social and academic language contexts. For Title III accountability, ACCESS for ELLs measures annual gains in

Attachment 7
Kentucky ESEA Flexibility Request

English language proficiency-Annual Measurable Achievement Objectives (AMAOs). With Kentucky's adoption of the voluntary common core state standards, WIDA and Kentucky have amplified the ELP standards to align the ELP standards to the state's new academic standards.

Alternate Assessment

The Kentucky Alternate Assessment Program (KAAP) was developed in 1990 as a result of the state's original education reform legislation. KAAP provides schools and programs with a valid and reliable means of assessing the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1% of the total student population for whom traditional assessments would be an inappropriate measure of progress). Since 1990, Kentucky has been fully inclusive requiring that students in the 1% population participate in the state's assessment and accountability program.

With the implementation of Kentucky's new academic content standards for English/language arts and mathematics for the general assessment, new alternate assessment standards were also developed. The standards for the alternate assessment strongly link to the grade-level academic content standards, but appropriately are expectations with less depth and breadth than those for the general education students.

To reflect the changes in Kentucky's assessment system for general education students, the Kentucky Alternate Assessment Program has been revised for the 2011-2012 academic year. The revised program includes two components: Attainment Tasks (AT) and the Transition Attainment Record (TAR). These components play vital roles in the assessment of the individual students. Results are included in accountability calculations for schools and districts.

- **Attainment Tasks (AT)**
Attainment tasks are performance events that require students to complete a task, working step by step as directed by the teacher. This modified multiple-choice assessment is required in reading, mathematics, science, social studies and writing.
- **Transition Attainment Record (TAR)**
The Transition Attainment Record is a checklist that evaluates the student's readiness in reading, mathematics and science. The TAR is completed in grades 8, 10 and 11 and serves as an alternate for the EXPLORE, PLAN and ACT assessments.

Attachment 8 -- Average Statewide Proficiency Based on 2010-2011 KCCT Results in Reading/Language Arts and Mathematics for the All Students Group and All Subgroups

Level	Student Group	2011 Reading PD%	2011 Math PD%	2011 Combined RD/MA Average PD%
Elementary	All Students	76.0	72.8	74
Elementary	Male	72.1	72.2	72
Elementary	Female	80.2	73.4	77
Elementary	White	78.7	75.5	77
Elementary	African American	58.1	54.3	56
Elementary	Hispanic	69.9	67.0	68
Elementary	Asian	83.0	84.1	84
Elementary	Free/Reduced Lunch	68.6	64.8	67
Elementary	LEP	56.5	56.4	56
Elementary	With Disabilities	55.5	50.9	53
Middle	All Students	69.9	65.1	68
Middle	Male	63.7	63.0	63
Middle	Female	76.5	67.3	72
Middle	White	72.6	68.4	71
Middle	African American	51.0	41.1	46
Middle	Hispanic	63.3	57.3	60
Middle	Asian	76.5	80.4	78
Middle	Free/Reduced Lunch	60.4	54.8	58
Middle	LEP	33.1	33.1	33
Middle	With Disabilities	38.8	37.6	38
High School	All Students	65.9	46.0	56
High School	Male	58.9	45.1	52
High School	Female	73.4	46.9	60
High School	White	68.2	48.2	58
High School	African American	50.1	28.1	39
High School	Hispanic	61.0	38.7	50
High School	Asian	70.4	71.0	71
High School	Free/Reduced Lunch	54.7	33.8	44
High School	LEP	20.6	17.4	19
High School	With Disabilities	26.8	18.6	23
Overall	All Students	72.0	66.0	69
Overall	Male	66.6	64.8	66
Overall	Female	77.7	67.3	72
Overall	White	74.6	68.8	72
Overall	African American	53.9	45.3	50
Overall	Hispanic	66.3	60.6	63
Overall	Asian	78.8	81.1	80
Overall	Free/Reduced Lunch	63.4	57.1	60
Overall	LEP	45.7	46.0	46
Overall	With Disability	45.5	42.2	44

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
001016	Adair County	Adair County Elementary School	00-06	Yes	Elementary	Needs Improvement												
001010	Adair County	Adair County High School	08-12	No	High Sch	Needs Improvement												
001014	Adair County	Adair County Middle School	07-08	Yes	Middle Sch	Reward		Yes										
001013	Adair County	John Adair Intermediate School	03-05	Yes	Elementary	Reward		Yes										
005060	Allen County	Allen County Intermediate Center	04-06	Yes	Elementary	Needs Improvement		Yes										Yes
005010	Allen County	Allen County Primary Center	00-03	Yes	Elementary	Reward		Yes										Yes
005020	Allen County	Allen County-Scottsville High School	09-12	No	High Sch	Focus			Yes									Yes
005015	Allen County	James E Bazzell Middle School	07-08	Yes	Middle Sch	Needs Improvement												
006010	Anchorage Independent	Anchorage Independent Public School	00-08	Yes	Elementary	Proficient												Yes
006010	Anchorage Independent	Anchorage Independent Public School	00-08	Yes	Middle Sch	Reward		Yes										Yes
011020	Anderson County	Anderson County High School	09-12	No	High Sch	Proficient												Yes
011025	Anderson County	Anderson County Middle School	06-08	No	Middle Sch	Reward		Yes										Yes
011110	Anderson County	Emma B. Ward Elementary School	01-05	Yes	Elementary	Needs Improvement												
011022	Anderson County	Robert B. Turner Elementary School	01-05	Yes	Elementary	Needs Improvement												
011050	Anderson County	Saffell Street Elementary School	01-05	Yes	Elementary	Proficient												Yes
012130	Ashland Independent	Charles Russell Elementary School	00-06	Yes	Elementary	Reward		Yes										Yes
012050	Ashland Independent	George M. Verity Middle School	07-08	Yes	Middle Sch	Focus												Yes
012080	Ashland Independent	Hager Elementary School	00-06	Yes	Elementary	Proficient												Yes
012100	Ashland Independent	Oakview Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
012010	Ashland Independent	Paul G. Blazer High School	09-12	No	High Sch	Proficient												Yes
013011	Augusta Independent	Augusta Independent School	00-12	Yes	Elementary	Reward		Yes										Yes
013011	Augusta Independent	Augusta Independent School	00-12	Yes	Middle Sch	Needs Improvement												Yes
013011	Augusta Independent	Augusta Independent School	00-12	Yes	High Sch	Focus			Yes									Yes
015050	Ballard County	Ballard County Elementary School	00-05	Yes	Elementary	Focus												Yes
015005	Ballard County	Ballard County Middle School	06-08	Yes	Middle Sch	Proficient												Yes
016011	Barbourville Independent	Ballard Memorial High School	09-12	No	High Sch	Proficient												Yes
016011	Barbourville Independent	Barbourville City School	00-12	Yes	Elementary	Needs Improvement												Yes
016011	Barbourville Independent	Barbourville City School	00-12	Yes	Middle Sch	Needs Improvement												Yes
016011	Barbourville Independent	Barbourville City School	00-12	Yes	High Sch	Needs Improvement												Yes
017010	Bardstown Independent	Bardstown Elementary School	00-12	Yes	Elementary	Focus												Yes
017020	Bardstown Independent	Bardstown Elementary School	03-05	No	Elementary	Focus												Yes
017030	Bardstown Independent	Bardstown High School	09-12	No	High Sch	Needs Improvement												Yes
021010	Barren County	Bardstown Middle School	06-08	No	Middle Sch	Needs Improvement												Yes
021027	Barren County	Austin Tracy Elementary School	00-06	Yes	Elementary	Reward		Yes										Yes
021050	Barren County	Barren County High School	09-12	No	High Sch	Needs Improvement												Yes
021035	Barren County	Barren County Middle School	07-08	No	Middle Sch	Needs Improvement												Yes
021080	Barren County	Eastern Elementary School	00-06	Yes	Elementary	Focus		Yes										Yes
021014	Barren County	Hiseville Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
021130	Barren County	North Jackson Elementary	00-06	Yes	Elementary	Needs Improvement												Yes
021150	Barren County	Park City Elementary School	00-06	Yes	Elementary	Proficient												Yes
021180	Barren County	Red Cross Elementary School	00-06	Yes	Elementary	Proficient												Yes
025040	Bath County	Temple Hill Elementary School	00-06	Yes	Elementary	Proficient												Yes
025020	Bath County	Bath County High School	09-12	Yes	High Sch	Needs Improvement												Yes
025014	Bath County	Bath County Middle School	06-08	Yes	Middle Sch	Reward		Yes										Yes
025030	Bath County	Crossroads Elementary School	00-05	Yes	Elementary	Focus												Yes
025030	Bath County	Owingsville Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes

Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
026010	Beechwood Independent	Beechwood Elementary School	00-06	No	Elementary	Reward	Yes										Yes
026020	Beechwood Independent	Beechwood High School	07-12	No	Middle Sch	Needs Improvement											Yes
031012	Bell County	Bell Central High School	00-08	Yes	Elementary	Proficient	Yes										Yes
031012	Bell County	Bell Central School Center	00-08	Yes	Elementary	Proficient											Yes
031040	Bell County	Bell Central School Center	00-08	Yes	Elementary	Needs Improvement											Yes
031180	Bell County	Bell County High School	00-08	Yes	Elementary	Needs Improvement											Yes
031180	Bell County	Frakes School Center	00-08	Yes	Elementary	Focus	Yes										Yes
031250	Bell County	Frakes School Center	00-08	Yes	Elementary	Focus											Yes
031250	Bell County	Lone Jack School Center	00-08	Yes	Elementary	Focus											Yes
031013	Bell County	Lone Jack School Center	00-08	Yes	Elementary	Focus											Yes
031013	Bell County	Page School Center	00-08	Yes	Elementary	Needs Improvement											Yes
031345	Bell County	Page School Center	00-08	Yes	Elementary	Needs Improvement											Yes
031345	Bell County	Right Fork School Center	00-08	Yes	Elementary	Focus											Yes
031390	Bell County	Right Fork School Center	00-08	Yes	Elementary	Reward	Yes										Yes
031390	Bell County	Yellow Creek School Center	00-08	Yes	Elementary	Focus											Yes
032010	Bellevue Independent	Bellevue High School	00-08	Yes	Middle Sch	Reward	Yes										Yes
032010	Bellevue Independent	Bellevue High School	07-12	Yes	Middle Sch	Focus											Yes
032020	Bellevue Independent	Bellevue High School	07-12	Yes	High Sch	Needs Improvement											Yes
034010	Berea Independent	Grandview Elementary School	00-06	Yes	Elementary	Needs Improvement											Yes
034020	Berea Independent	Berea Community Elementary School	00-05	Yes	Elementary	Focus											Yes
034015	Berea Independent	Berea Community Elementary School	00-05	Yes	Elementary	Focus											Yes
035005	Boone County	Berea Community Middle School	00-08	Yes	Middle Sch	Focus	Yes										Yes
035030	Boone County	A.M. Yealey Elementary School	00-05	Yes	Elementary	Focus											Yes
035040	Boone County	Boone County High School	09-12	No	High Sch	Proficient											Yes
035010	Boone County	Burlington Elementary School	00-05	Yes	Elementary	Focus											Yes
035041	Boone County	Camp Ernst Middle School	00-05	No	Middle Sch	Focus											Yes
035055	Boone County	Charles H. Kelly Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes
035045	Boone County	Chester Goodridge Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes
035045	Boone County	Conner High School	09-12	No	High Sch	Focus											Yes
035050	Boone County	Conner Middle School	00-08	No	Middle Sch	Focus											Yes
035075	Boone County	Florence Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes
035065	Boone County	Gray Middle School	06-08	No	Middle Sch	Proficient											Yes
035071	Boone County	Hillard Collins Elementary School	00-05	Yes	Elementary	Focus											Yes
035080	Boone County	Larry A. Ryle High School	09-12	No	High Sch	Reward	Yes										Yes
035008	Boone County	New Haven Elementary School	00-05	No	Elementary	Needs Improvement											Yes
035081	Boone County	North Pointe Elementary School	00-05	No	Elementary	Proficient											Yes
035085	Boone County	Ockerman Elementary School	00-05	Yes	Elementary	Focus											Yes
035015	Boone County	Ockerman Middle School	06-08	No	Middle Sch	Focus											Yes
035020	Boone County	Randall K. Cooper High School	09-12	No	High Sch	Reward	Yes										Yes
035011	Boone County	Rector A. Jones Middle School	06-08	No	Middle Sch	Focus											Yes
041010	Bourbon County	Shirley Mann Elementary School	00-05	No	Elementary	Reward	Yes										Yes
041110	Bourbon County	Bourbon Central Elementary School	00-05	Yes	Elementary	Reward											Yes
041120	Bourbon County	Bourbon County High School	09-12	No	High Sch	Needs Improvement											Yes
041030	Bourbon County	Bourbon County Middle School	06-08	No	Middle Sch	Proficient											Yes
041030	Bourbon County	Cane Ridge Elementary School	00-05	Yes	Elementary	Focus											Yes

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
041090	Bourbon County	North Middletown Elementary School	00-05	Yes	Elementary	Proficient												
042070	Bowling Green Independent	Bowling Green High School	09-12	No	High Sch	Focus												
042065	Bowling Green Independent	Bowling Green Junior High	06-08	Yes	Middle Sch	Focus												
042010	Bowling Green Independent	Dishman McGinnis Elementary School	00-05	Yes	Elementary	Focus												
042057	Bowling Green Independent	Parker-Bennett-Curry School	00-05	Yes	Elementary	Focus												
042060	Bowling Green Independent	Potter Gray Elementary	00-05	No	Elementary	Proficient												
042080	Bowling Green Independent	T C Cherry Elementary School	00-05	Yes	Elementary	Focus												
042090	Bowling Green Independent	W R McNeill Elementary School	00-05	No	Elementary	Proficient												
045010	Boyd County	Boyd County High School	09-12	No	High Sch	Needs Improvement												
045035	Boyd County	Boyd County Middle School	06-08	Yes	Middle Sch	Needs Improvement												
045020	Boyd County	Cannonsburg Elementary School	00-05	Yes	Elementary	Needs Improvement												
045095	Boyd County	Calettsburg Elementary School	00-05	Yes	Elementary	Needs Improvement												
045097	Boyd County	Ponderosa Elementary School	00-05	Yes	Elementary	Needs Improvement												
045080	Boyd County	Summit Elementary School	00-05	Yes	Elementary	Needs Improvement												
051005	Boyle County	Boyle County High School	09-12	No	High Sch	Focus												
051003	Boyle County	Boyle County Middle School	06-08	No	Middle Sch	Proficient												
051040	Boyle County	Junction City Elementary School	00-05	Yes	Elementary	Needs Improvement												
051080	Boyle County	Perryville Elementary School	00-05	Yes	Elementary	Needs Improvement												
051080	Boyle County	Woodlawn Elementary School	00-05	No	Elementary	Proficient												
055010	Bracken County	Bracken County High School	09-12	No	High Sch	Needs Improvement												
055050	Bracken County	Bracken County Middle School	05-08	Yes	Middle Sch	Focus												
061080	Breathitt County	Taylor Elementary School	00-04	Yes	Elementary	Needs Improvement												
061030	Breathitt County	Breathitt County High School	09-12	No	High Sch	Needs Improvement												
061030	Breathitt County	Highland-Turner Elementary School	00-07	Yes	Elementary	Needs Improvement												
061030	Breathitt County	Highland-Turner Elementary School	00-07	Yes	Middle Sch	Focus												
061180	Breathitt County	L B J Elementary School	00-07	Yes	Elementary	Needs Improvement												
061150	Breathitt County	L B J Elementary School	00-07	Yes	Middle Sch	Proficient												
061185	Breathitt County	Marie Roberts-Caney Elementary School	00-07	Yes	Elementary	Proficient												
061185	Breathitt County	Marie Roberts-Caney Elementary School	00-07	Yes	Middle Sch	Focus												
061270	Breathitt County	Rousseau Elementary School	00-07	Yes	Elementary	Focus												
061270	Breathitt County	Rousseau Elementary School	00-07	Yes	Middle Sch	Focus												
061390	Breathitt County	Rousseau Elementary School	00-07	Yes	Middle Sch	Focus												
065030	Breckinridge County	Sebastian Middle School	08-09	Yes	Middle Sch	Needs Improvement												
065010	Breckinridge County	Ben Johnson Elementary School	00-05	Yes	Elementary	Proficient												
065100	Breckinridge County	Breckinridge County High School	09-12	No	High Sch	Reward												
065100	Breckinridge County	Breckinridge County Middle School	06-08	Yes	Middle Sch	Focus												
065040	Breckinridge County	Cusler Elementary School	00-05	Yes	Elementary	Needs Improvement												
065020	Breckinridge County	Hardinsburg Elementary School	00-05	Yes	Elementary	Needs Improvement												
065050	Breckinridge County	Inviglion Elementary School	00-05	Yes	Elementary	Focus												
071005	Bullitt County	Berrheim Middle School	06-08	Yes	Middle Sch	Proficient												
071015	Bullitt County	Bullitt Central High School	09-12	No	High Sch	Needs Improvement												
071016	Bullitt County	Bullitt East High School	09-12	No	High Sch	Focus												
071018	Bullitt County	Bullitt Lick Middle School	06-08	Yes	Middle Sch	Focus												
071008	Bullitt County	Freedom Elementary School	00-05	No	Elementary	Focus												
071025	Bullitt County	Hebron Middle School	06-08	Yes	Middle Sch	Focus												
071030	Bullitt County	Lebanon Junction Elementary	00-05	Yes	Elementary	Needs Improvement												

Attachment 9 - ESEA Waiver Request
KDE:OAA:DADI: 11/10/2011

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished	Needs Improvement	Proficient	Distinguished
071045	Bullitt County	Mayville Elementary School	00-05	Yes	Elementary	Needs Improvement												
071050	Bullitt County	Mt. Washington Middle School	06-08	Yes	Middle Sch	Focus							Yes				Yes	
071070	Bullitt County	Nichols Elementary	00-05	Yes	Elementary	Needs Improvement												
071075	Bullitt County	North Bullitt High School	09-12	No	High Sch	Focus						Yes						
071080	Bullitt County	Overdale Elementary School	00-05	Yes	Elementary	Needs Improvement												
071008	Bullitt County	Shepherdsville Elementary	00-05	Yes	Elementary	Focus												
071007	Bullitt County	Zeneton Middle School	08-08	Yes	Middle Sch	Needs Improvement												
072020	Burgin Independent	Burgin Elementary School	00-05	Yes	Elementary	Needs Improvement												
072010	Burgin Independent	Burgin High School	06-12	No	Middle Sch	Needs Improvement												
072010	Burgin Independent	Burgin High School	06-12	No	High Sch	Needs Improvement												
075030	Butler County	Butler County High School	09-12	No	High Sch	Needs Improvement												
075035	Butler County	Butler County Middle School	06-08	Yes	Middle Sch	Needs Improvement												
075120	Butler County	Butler County Middle School	06-08	Yes	Middle Sch	Needs Improvement												
075031	Butler County	Morgantown Elementary School	00-05	Yes	Elementary	Focus												
075031	Butler County	North Butler Elementary	00-05	Yes	Elementary	Needs Improvement												
081070	Caldwell County	Caldwell County Elementary School	03-05	Yes	Elementary	Focus												
081010	Caldwell County	Caldwell County High School	09-12	No	High Sch	Reward		Yes										
081020	Caldwell County	Caldwell County Middle School	06-08	Yes	Middle Sch	Proficient												Yes
085020	Calloway County	Calloway County High School	09-12	Yes	High Sch	Proficient												Yes
085055	Calloway County	Calloway County Middle School	06-08	Yes	Middle Sch	Proficient												Yes
085025	Calloway County	Calloway County Middle School	06-08	Yes	Middle Sch	Proficient												Yes
085035	Calloway County	East Calloway Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
085045	Calloway County	North Calloway Elementary School	00-05	Yes	Elementary	Proficient												Yes
091100	Campbell County	Southwest Calloway Elementary School	00-05	Yes	Elementary	Proficient												Yes
091011	Campbell County	Campbell County High School	09-12	No	High Sch	Proficient												Yes
091019	Campbell County	Campbell County Middle School	06-08	No	Middle Sch	Focus												Yes
091035	Campbell County	Campbell Ridge Elementary	00-05	No	Elementary	Reward		Yes										Yes
091013	Campbell County	Crossroads Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
091050	Campbell County	Donald E. Clire Elementary School	00-05	Yes	Elementary	Proficient												Yes
091012	Campbell County	Grant's Lick Elementary School	00-05	No	Elementary	Needs Improvement												Yes
092010	Campbellville Independent	John W. Reiley Elementary School	00-05	No	Elementary	Reward												Yes
092020	Campbellville Independent	Campbellsville Elementary School	00-04	Yes	Elementary	Needs Improvement												Yes
092025	Campbellville Independent	Campbellsville High School	09-12	No	High Sch	Needs Improvement												Yes
095060	Carlisle County	Campbellsville Middle School	05-08	Yes	Middle Sch	Needs Improvement												Yes
095040	Carlisle County	Carlisle County Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
095020	Carlisle County	Carlisle County High School	09-12	No	High Sch	Reward		Yes										Yes
101018	Carroll County	Carlisle County Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
101019	Carroll County	Carroll County High School	09-12	No	High Sch	Needs Improvement												Yes
101019	Carroll County	Carroll County Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
101005	Carroll County	Carroll County High School	09-12	No	High Sch	Needs Improvement												Yes
105050	Carter County	Carroll County Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
105120	Carter County	Carroll County High School	09-12	No	High Sch	Needs Improvement												Yes
105130	Carter County	Carroll County High School	09-12	No	High Sch	Needs Improvement												Yes
105052	Carter County	Carroll County Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
105250	Carter County	Heritage Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
105340	Carter County	Olive Hill Elementary School	00-05	Yes	Elementary	Reward		Yes										Yes
105450	Carter County	Prichard Elementary School	00-05	Yes	Elementary	Focus												Yes
105450	Carter County	Star Elementary School	00-05	Yes	Elementary	Proficient												Yes

Attachment 9 - ESEA Waiver Request
KDE:OAA:DADI: 11/10/2011

Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
105490	Carter County	Upper Tygart Elementary School	00-05	Yes	Elementary	Reward										Yes		
105500	Carter County	West Carter County High School	09-12	No	High Sch	Needs Improvement												Yes
105505	Carter County	West Carter Middle School	06-08	Yes	Middle Sch	Focus												Yes
111045	Casey County	Casey County High School	09-12	No	High Sch	Focus												Yes
111070	Casey County	Casey County Middle School	07-08	Yes	Middle Sch	Needs Improvement												Yes
111026	Casey County	James Park Elementary	00-06	Yes	Elementary	Proficient												Yes
111190	Casey County	Liberty Elementary School	00-06	Yes	Elementary	Reward												Yes
111015	Casey County	Walnut Hill Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
113025	Caverna Independent	Caverna Elementary School	00-05	Yes	Elementary	Reward												Yes
113030	Caverna Independent	Caverna High School	09-12	No	High Sch	Needs Improvement												Yes
113026	Caverna Independent	Caverna Middle School	06-08	Yes	Middle Sch	Reward												Yes
115020	Christian County	Belmont Elementary School	00-05	Yes	Elementary	Reward												Yes
115030	Christian County	Christian County High School	09-12	No	High Sch	Priority School												Yes
115035	Christian County	Christian County Middle School	06-08	Yes	Middle Sch	Focus												Yes
115040	Christian County	Crofton Elementary School	00-05	Yes	Elementary	Reward												Yes
115105	Christian County	Holiday Elementary School	00-05	Yes	Elementary	Proficient												Yes
115050	Christian County	Hopkinsville High School	09-12	No	High Sch	Needs Improvement												Yes
115058	Christian County	Hopkinsville Middle School	06-08	Yes	Middle Sch	Focus												Yes
115055	Christian County	Indian Hills Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115110	Christian County	Lacy Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115017	Christian County	Martin Luther King Jr. Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115125	Christian County	Millbrook Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115045	Christian County	North Drive Middle School	00-05	Yes	Elementary	Needs Improvement												Yes
115130	Christian County	Pembroke Elementary School	06-08	Yes	Middle Sch	Focus												Yes
115150	Christian County	Sinking Fork Elementary School	00-05	Yes	Elementary	Reward												Yes
115170	Christian County	South Christian Elementary School	00-05	Yes	Elementary	Reward												Yes
121020	Clark County	Central Elementary School	00-05	Yes	Elementary	Reward												Yes
121070	Clark County	Clark Middle School	06-08	No	Middle Sch	Needs Improvement												Yes
121035	Clark County	Conkright Middle School	06-08	No	Middle Sch	Needs Improvement												Yes
121040	Clark County	Fannite Bush Elementary	00-05	Yes	Elementary	Needs Improvement												Yes
121030	Clark County	George Rogers Clark High School	09-12	No	High Sch	Needs Improvement												Yes
121050	Clark County	Hannah McClure Elementary	00-05	Yes	Elementary	Focus												Yes
121080	Clark County	Pilot View Elementary School	00-05	Yes	Elementary	Focus												Yes
121090	Clark County	Providence Elementary	00-05	Yes	Elementary	Reward												Yes
121120	Clark County	Shearer Elementary School	00-05	Yes	Elementary	Proficient												Yes
121100	Clark County	Strode Station Elementary	00-05	Yes	Elementary	Focus												Yes
125040	Clay County	Trapp Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
125070	Clay County	Big Creek Elementary	00-05	Yes	Elementary	Reward												Yes
125100	Clay County	Burning Springs Elementary	00-06	Yes	Elementary	Reward												Yes
125095	Clay County	Clay County High School	09-12	No	High Sch	Reward												Yes
125200	Clay County	Clay County Middle School	07-08	Yes	Middle Sch	Focus												Yes
125220	Clay County	Goose Rock Elementary	00-06	Yes	Elementary	Needs Improvement												Yes
125500	Clay County	Hacker Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
125570	Clay County	Manchester Elementary School	00-06	Yes	Elementary	Reward												Yes
125570	Clay County	Oneida Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
145140	Daviess County	Whitesville Elementary School	00-05	Yes	Elementary	Needs Improvement												
146017	Dawson Springs Independent	Dawson Springs Elementary	00-06	Yes	Elementary	Focus												
146018	Dawson Springs Independent	Dawson Springs Jr. High/High School	07-12	Yes	Middle Sch	Proficient												
147010	Dayton Independent	Dayton High School	07-12	Yes	Middle Sch	Reward												
147010	Dayton Independent	Dayton High School	07-12	Yes	Middle Sch	Priority School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
147030	Dayton Independent	Lincoln Elementary School	00-06	Yes	Elementary	Priority School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
149010	East Bernstadt Independent	East Bernstadt Elementary School	00-08	Yes	Elementary	Focus												
149010	East Bernstadt Independent	East Bernstadt Elementary School	00-08	Yes	Middle Sch	Focus												
151022	Edmonson County	Edmonson County 5/6 Center	05-06	Yes	Elementary	Needs Improvement												
151080	Edmonson County	Edmonson County High School	09-12	No	High Sch	Reward												
151080	Edmonson County	Edmonson County Middle School	07-08	Yes	Middle Sch	Reward	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
151080	Edmonson County	Kyrook Elementary School	00-04	Yes	Elementary	Proficient												
152010	Elizabethtown Independent	South Edmonson Elementary School	00-04	Yes	Elementary	Reward												
152015	Elizabethtown Independent	Elizabethtown High School	09-12	No	High Sch	Proficient												
152020	Elizabethtown Independent	Helwood Heights Elementary School	00-05	Yes	Elementary	Focus												
152035	Elizabethtown Independent	Morningside Elementary School	00-05	Yes	Elementary	Focus												
152280	Elizabethtown Independent	Tallon K Stone Middle School	06-08	No	Middle Sch	Focus												
155280	Elliott County	Elliott County High School	07-12	No	Middle Sch	Reward												
155280	Elliott County	Elliott County High School	07-12	No	Middle Sch	Needs Improvement												
155160	Elliott County	Isonville Elementary School	00-06	Yes	Elementary	Focus												
155270	Elliott County	Lakeside Elementary School	00-06	Yes	Elementary	Focus												
156020	Eminence Independent	Sandy Hook Elementary School	00-06	Yes	Elementary	Focus												
156010	Eminence Independent	Eminence High School	00-04	Yes	Elementary	Focus												
156010	Eminence Independent	Eminence High School	05-12	Yes	Middle Sch	Needs Improvement												
157005	Erlanger-Elsmere Independent	Erlanger High School	05-12	Yes	High Sch	Reward	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
157010	Erlanger-Elsmere Independent	Arnett Elementary School	00-05	Yes	Elementary	Needs Improvement												
157003	Erlanger-Elsmere Independent	Howell Elementary School	00-05	Yes	Elementary	Needs Improvement												
157030	Erlanger-Elsmere Independent	Lindeman Elementary School	00-05	Yes	Elementary	Needs Improvement												
157050	Erlanger-Elsmere Independent	Lloyd High School	09-12	No	High Sch	Needs Improvement												
157060	Erlanger-Elsmere Independent	Miles Elementary School	00-05	Yes	Elementary	Needs Improvement												
161080	Estill County	Tichenor Middle School	00-08	No	Middle Sch	Focus												
161085	Estill County	Estill County High School	09-12	No	High Sch	Needs Improvement												
161101	Estill County	Estill County Middle School	06-08	No	Middle Sch	Focus												
161280	Estill County	Estill Springs Elementary	01-05	Yes	Elementary	Focus												
162011	Fairview Independent	West Irvine Elementary	01-05	Yes	Elementary	Focus												
162020	Fairview Independent	Fairview Elementary School	00-05	Yes	Elementary	Needs Improvement												
162020	Fairview Independent	Fairview High School	06-12	Yes	Middle Sch	Reward												
165005	Fayette County	Fairview High School	06-12	Yes	Middle Sch	Focus												
165007	Fayette County	Arlington Elementary School	00-05	Yes	Elementary	Focus												
165045	Fayette County	Ashland Elementary School	00-05	Yes	Elementary	Needs Improvement												
165015	Fayette County	Athens-Chilesburg Elementary	00-05	No	Elementary	Proficient												
165046	Fayette County	Beaumont Middle School	00-05	No	Middle Sch	Focus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
165170	Fayette County	Booker T Washington Academy Elementary	00-05	Yes	Elementary	Focus												
165170	Fayette County	Bryan Station High School	09-12	Yes	High Sch	Priority School		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
165030	Fayette County	Bryan Station Traditional Magnet Ms	06-08	No	Middle Sch	Needs Improvement												
165240	Fayette County	Cardinal Valley Elementary School	00-05	Yes	Elementary	Focus			Yes							Yes		
165032	Fayette County	Cassidy Elementary School	00-05	No	Elementary	Reward		Yes										Yes
165120	Fayette County	Clays Mill Elementary School	00-05	No	Elementary	Proficient												Yes
165025	Fayette County	Crawford Middle School	06-08	Yes	Middle Sch	Focus			Yes									Yes
165035	Fayette County	Deep Springs Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
165036	Fayette County	Dixie Elementary Magnet School	00-05	Yes	Elementary	Reward		Yes										Yes
165034	Fayette County	Edythe Jones Hayes Middle School	06-08	No	Middle Sch	Focus												Yes
165037	Fayette County	Garden Springs Elementary School	00-05	No	Elementary	Needs Improvement												Yes
165150	Fayette County	Glendover Elementary School	00-05	Yes	Elementary	Proficient												Yes
165038	Fayette County	Harrison Elementary School	00-05	Yes	Elementary	Focus		Yes										Yes
165039	Fayette County	Henry Clay High School	09-12	No	High Sch	Focus			Yes									Yes
165190	Fayette County	James Lane Allen Elementary School	00-05	Yes	Elementary	Focus												Yes
165225	Fayette County	Jessie M Clark Middle School	06-08	No	Middle Sch	Focus												Yes
165220	Fayette County	Julius Marks Elementary School	00-05	Yes	Elementary	Proficient												Yes
165060	Fayette County	Lafayette High School	09-12	No	High Sch	Focus												Yes
165062	Fayette County	Lansdowne Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
165065	Fayette County	Leestown Middle School	06-08	Yes	Middle Sch	Focus												Yes
165067	Fayette County	Liberty Elementary	06-08	No	Middle Sch	Focus												Yes
165072	Fayette County	Madeline M Breckinridge Elem School	00-05	Yes	Elementary	Needs Improvement												Yes
165180	Fayette County	Mary Todd Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
165074	Fayette County	Maxwell Spanish Immersion Elem School	00-05	Yes	Elementary	Needs Improvement												Yes
165160	Fayette County	Meadowthorpe Elementary School	00-05	No	Elementary	Proficient												Yes
165255	Fayette County	Millcreek Elementary School	00-05	No	Elementary	Proficient												Yes
165076	Fayette County	Morton Middle School	06-08	Yes	Middle Sch	Focus			Yes									Yes
165077	Fayette County	Northern Elementary School	00-05	Yes	Elementary	Proficient												Yes
165080	Fayette County	Paul Laurence Dunbar High School	09-12	No	High Sch	Focus												Yes
165082	Fayette County	Picadome Elementary School	00-05	No	Elementary	Reward												Yes
165052	Fayette County	Rosa Parks Elementary School	00-05	No	Elementary	Reward		Yes										Yes
165090	Fayette County	Russell Cave Elementary School	00-05	Yes	Elementary	Focus												Yes
165058	Fayette County	Sandersville Elementary	00-05	Yes	Elementary	Proficient												Yes
165018	Fayette County	Scapa At Bluegrass	04-08	No	Elementary	Reward			Yes									Yes
165081	Fayette County	Scapa At Bluegrass	04-08	No	Middle Sch	Reward			Yes									Yes
165525	Fayette County	Southern Elementary School	00-05	Yes	Elementary	Focus												Yes
165082	Fayette County	Southern Middle School	06-08	No	Middle Sch	Focus												Yes
165085	Fayette County	Squirrels Elementary School	00-05	Yes	Elementary	Proficient												Yes
165095	Fayette County	Stonewall Elementary School	00-05	No	Elementary	Proficient												Yes
165105	Fayette County	Tates Creek Elementary School	00-05	Yes	Elementary	Focus												Yes
165100	Fayette County	Tates Creek High School	09-12	No	High Sch	Focus												Yes
165012	Fayette County	Tates Creek Middle School	06-08	Yes	Middle Sch	Focus												Yes
165066	Fayette County	Veterans Park Elementary School	00-05	No	Elementary	Reward		Yes										Yes
165245	Fayette County	William Wells Brown Elementary	00-05	Yes	Elementary	Focus												Yes
165245	Fayette County	Winburn Middle School	06-08	Yes	Middle Sch	Focus			Yes									Yes
165140	Fayette County	Yates Elementary School	00-05	Yes	Elementary	Focus												Yes

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
171050	Fleming County	E P Ward Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes		
171020	Fleming County	Ewing Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes		
171035	Fleming County	Fleming County High School	09-12	No	High Sch	Priority School	Yes									Yes		
171040	Fleming County	Flemingsburg Elementary School	00-06	Yes	Elementary	Focus										Yes		
171060	Fleming County	Hillsboro Elementary School	00-06	Yes	Elementary	Reward	Yes											Yes
171030	Fleming County	Simons Middle School	07-08	No	Middle Sch	Focus												
175025	Floyd County	Allen Central High School	09-12	Yes	High Sch	Needs Improvement										Yes		
175022	Floyd County	Allen Central Middle School	06-08	Yes	Middle Sch	Reward	Yes											Yes
175020	Floyd County	Allen Elementary School	00-08	Yes	Elementary	Reward												
175120	Floyd County	Betsy Layne Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes		
175120	Floyd County	Betsy Layne Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes		
175110	Floyd County	Betsy Layne Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes		
175110	Floyd County	Betsy Layne Elementary School	09-12	Yes	High Sch	Needs Improvement										Yes		
175450	Floyd County	James A. Duff Elementary School	00-05	Yes	Elementary	Proficient												Yes
175445	Floyd County	James D. Adams Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
175485	Floyd County	John M. Stumbo Elementary School	00-08	Yes	Elementary	Focus										Yes		
175021	Floyd County	John M. Stumbo Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes		
175021	Floyd County	May Valley Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
175640	Floyd County	McDowell Elementary School	00-05	Yes	Elementary	Proficient												Yes
175019	Floyd County	Prestonsburg Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
175950	Floyd County	Prestonsburg High School	09-12	Yes	High Sch	Needs Improvement										Yes		
175150	Floyd County	South Floyd High School	09-12	Yes	High Sch	Focus										Yes		
175023	Floyd County	South Floyd Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
175995	Floyd County	W.D. Osborne Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
176011	Fort Thomas Independent	Fort Thomas High School	09-12	Yes	High Sch	Needs Improvement										Yes		
176011	Fort Thomas Independent	Highlands High School	09-12	Yes	High Sch	Reward	Yes											Yes
176020	Fort Thomas Independent	Highlands Middle School	06-08	Yes	Middle Sch	Reward	Yes											Yes
176030	Fort Thomas Independent	Johnson Elementary School	00-05	No	Elementary	Reward	Yes											Yes
176030	Fort Thomas Independent	Moyer Elementary School	00-05	No	Elementary	Reward	Yes											Yes
176040	Fort Thomas Independent	Woodfill Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
177070	Frankfort Independent	Frankfort High School	07-12	Yes	Middle Sch	Needs Improvement										Yes		
177070	Frankfort Independent	Frankfort High School	07-12	Yes	High Sch	Needs Improvement										Yes		
177050	Frankfort Independent	Second Street School	00-06	Yes	Elementary	Focus										Yes		
181015	Franklin County	Bondurant Middle School	06-08	No	Middle Sch	Focus										Yes		
181014	Franklin County	Bridgeport Elementary School	00-05	Yes	Elementary	Focus										Yes		
181025	Franklin County	Collins Lane	00-05	Yes	Elementary	Focus										Yes		
181035	Franklin County	Elkhorn Elementary School	02-05	Yes	Elementary	Needs Improvement										Yes		
181030	Franklin County	Elkhorn Middle School	06-08	No	Middle Sch	Needs Improvement										Yes		
181040	Franklin County	Franklin County High School	09-12	No	High Sch	Focus										Yes		
181045	Franklin County	Hearn Elementary	02-05	Yes	Elementary	Needs Improvement										Yes		
181050	Franklin County	Peaks Mill Elementary	02-05	Yes	Elementary	Focus										Yes		
181070	Franklin County	Western Hills High School	09-12	No	High Sch	Focus										Yes		
181013	Franklin County	Westridge Elementary	00-05	Yes	Elementary	Focus										Yes		
185020	Fulton County	Fulton County Elementary/Middle School	00-08	Yes	Middle Sch	Needs Improvement										Yes		
185020	Fulton County	Fulton County Elementary/Middle School	00-08	Yes	Middle Sch	Needs Improvement										Yes		
185030	Fulton County	Fulton County High School	09-12	Yes	High Sch	Focus										Yes		

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress School	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
186018	Fulton Independent	Fulton Independent School	00-12	Yes	Elementary	Focus												
186018	Fulton Independent	Fulton Independent School	00-12	Yes	Middle Sch	Reward	Yes											
186018	Fulton Independent	Fulton Independent School	00-12	Yes	High Sch	Focus		Yes										
191020	Gallatin County	Gallatin County High School	09-12	No	High Sch	Needs Improvement												
191006	Gallatin County	Gallatin County Middle School	06-08	Yes	Middle Sch	Focus								Yes				
191006	Gallatin County	Gallatin County Upper Elementary	03-05	Yes	Elementary	Focus								Yes				
195080	Garrard County	Camp Dick Robinson Elementary School	00-05	Yes	Elementary	Needs Improvement												
195070	Garrard County	Garrard County High School	09-12	No	High Sch	Focus												
195220	Garrard County	Garrard Middle School	06-08	Yes	Middle Sch	Needs Improvement												
195080	Garrard County	Lancaster Elementary School	00-05	Yes	Elementary	Needs Improvement												
195080	Garrard County	Paint Lick Elementary School	00-05	Yes	Elementary	Proficient												
197035	Glasgow Independent	Glasgow High School	09-12	No	High Sch	Needs Improvement												
197035	Glasgow Independent	Glasgow Middle School	06-08	Yes	Middle Sch	Reward	Yes											
197013	Glasgow Independent	Highland Elementary School	00-05	Yes	Elementary	Needs Improvement												
197065	Glasgow Independent	South Green Elementary School	00-05	Yes	Elementary	Proficient												
201020	Grant County	Chittenden-Mt. Zion Elementary	00-05	Yes	Elementary	Needs Improvement												
201030	Grant County	Dry Ridge Elementary	00-05	Yes	Elementary	Focus												
201040	Grant County	Grant County High School	09-12	No	High Sch	Needs Improvement												
201080	Grant County	Grant County Middle School	06-08	No	Middle Sch	Focus												
201050	Grant County	Mason-Corinth Elementary	00-05	Yes	Elementary	Needs Improvement												
201016	Grant County	Sherman Elementary School	00-05	Yes	Elementary	Needs Improvement												
205010	Graves County	Cuba Elementary School	00-06	Yes	Elementary	Proficient												
205040	Graves County	Fancy Farm Elementary School	00-06	Yes	Elementary	Proficient												
205060	Graves County	Farmington Elementary School	00-06	Yes	Elementary	Reward	Yes											
205013	Graves County	Graves County Central Elementary	00-06	Yes	Elementary	Proficient												
205215	Graves County	Graves County High School	09-12	No	High Sch	Focus	Yes											
205100	Graves County	Graves County Middle School	07-08	No	Middle Sch	Focus	Yes											
205110	Graves County	Lowes Elementary School	00-06	Yes	Elementary	Needs Improvement												
205150	Graves County	Sedalia Elementary School	00-06	Yes	Elementary	Proficient												
205170	Graves County	Symonia Elementary School	00-06	Yes	Elementary	Proficient												
205200	Graves County	Wingo Elementary School	00-06	Yes	Elementary	Needs Improvement												
211030	Grayson County	Caneyville Elementary School	00-06	Yes	Elementary	Needs Improvement												
211080	Grayson County	Clarkson Elementary School	00-05	Yes	Elementary	Needs Improvement												
211085	Grayson County	Grayson County High School	09-12	No	High Sch	Focus												
211095	Grayson County	Grayson County Middle School	06-08	Yes	Middle Sch	Proficient	Yes											
211010	Grayson County	H W Wilkey Elementary School	00-05	Yes	Elementary	Reward	Yes											
211050	Grayson County	Oran P Lawler Elementary School	00-05	Yes	Elementary	Needs Improvement												
215065	Green County	Green County High School	09-12	No	High Sch	Needs Improvement												
215040	Green County	Green County Intermediate School	03-05	Yes	Elementary	Reward	Yes											
215055	Green County	Green County Middle School	06-08	Yes	Middle Sch	Needs Improvement												
221010	Greenup County	Argillite Elementary School	00-05	Yes	Elementary	Needs Improvement												
221027	Greenup County	Greenup County High School	09-12	No	High Sch	Priority School	Yes											
221040	Greenup County	Greysbranch Elementary School	00-05	Yes	Elementary	Needs Improvement												
221060	Greenup County	Mckell Elementary School	00-05	Yes	Elementary	Needs Improvement												
221105	Greenup County	Mckell Middle School	06-08	Yes	Middle Sch	Focus												

ATTACHMENT 9 - Table2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
221110	Greenup County	Wurtland Elementary School	00-05	Yes	Elementary	Needs Improvement												
221024	Greenup County	Wurtland Middle School	06-08	Yes	Middle Sch	Proficient						Yes						
225005	Hancock County	Hancock County High School	09-12	No	High Sch	Reward	Yes										Yes	
225007	Hancock County	Hancock County Middle School	06-08	No	Middle Sch	Reward											Yes	Yes
225006	Hancock County	North Hancock Elementary School	00-05	Yes	Elementary	Proficient												
225070	Hancock County	South Hancock Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
231015	Hardin County	Bluegrass Middle School	06-08	Yes	Middle Sch	Focus		Yes										
231190	Hardin County	Central Hardin High School	09-12	Yes	High Sch	Focus											Yes	
231017	Hardin County	Creekside Elementary School	00-05	Yes	Elementary	Needs Improvement												
231005	Hardin County	East Hardin Middle School	06-08	Yes	Middle Sch	Needs Improvement											Yes	
231020	Hardin County	G C Burkhead Elementary School	00-05	Yes	Elementary	Focus											Yes	
231018	Hardin County	Hearland Elementary School	00-05	Yes	Elementary	Focus											Yes	
231030	Hardin County	Howsavally Elementary School	00-05	Yes	Elementary	Focus											Yes	
231077	Hardin County	Howavally Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
231013	Hardin County	James T. Alton Middle School	06-08	Yes	Middle Sch	Focus											Yes	
231014	Hardin County	John Hardin High School	09-12	Yes	High Sch	Reward		Yes									Yes	
231014	Hardin County	Lakewood Elementary School	00-05	Yes	Elementary	Reward		Yes										
231050	Hardin County	Lincoln Trail Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
231210	Hardin County	Meadow View Elementary School	01-05	Yes	Elementary	Reward												
231040	Hardin County	New Highland Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
231075	Hardin County	North Hardin High School	09-12	Yes	High Sch	Reward		Yes										
231080	Hardin County	North Middle School	06-08	Yes	Middle Sch	Focus											Yes	
231079	Hardin County	Radcliff Elementary School	01-05	Yes	Elementary	Focus											Yes	
231090	Hardin County	Rineville Elementary School	00-05	Yes	Elementary	Reward		Yes										
231165	Hardin County	Vine Grove Elementary School	01-05	Yes	Elementary	Needs Improvement											Yes	
231168	Hardin County	West Hardin Middle School	06-08	Yes	Middle Sch	Proficient												
231008	Hardin County	Woodland Elementary School	01-05	Yes	Elementary	Focus											Yes	
235060	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235060	Harlan County	Black Mountain Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235110	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235110	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235110	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Reward	Yes											Yes
235195	Harlan County	Cawood Elementary School	00-08	Yes	Middle Sch	Proficient												
235195	Harlan County	Cumberland Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235195	Harlan County	Cumberland Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235290	Harlan County	Everts Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235290	Harlan County	Everts Elementary School	00-08	Yes	Middle Sch	Reward	Yes											Yes
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Elementary	Focus												
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Elementary	Focus												
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235025	Harlan County	Green Hills Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235340	Harlan County	Harlan County High School	09-12	No	High Sch	Needs Improvement												
235340	Harlan County	Harlan County High School	00-08	Yes	Elementary	Needs Improvement											Yes	
235340	Harlan County	James A. Cawood Elementary	00-08	Yes	Elementary	Needs Improvement											Yes	
235340	Harlan County	James A. Cawood Elementary	00-08	Yes	Elementary	Reward	Yes											Yes
235540	Harlan County	Rosspoint Elementary School	00-08	Yes	Elementary	Reward	Yes											Yes
235540	Harlan County	Rosspoint Elementary School	00-08	Yes	Elementary	Reward	Yes											Yes
235640	Harlan County	Wallins Elementary School	00-08	Yes	Middle Sch	Reward	Yes											Yes
235640	Harlan County	Wallins Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
236020	Harlan Independent	Harlan Elementary School	00-04	Yes	Middle Sch	Proficient											Yes	Yes
236030	Harlan Independent	Harlan High School	09-12	Yes	Middle Sch	Proficient											Yes	Yes

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
236030	Harian Independent	Harian High School	05-12	Yes	High Sch	Proficient												
241035	Harrison County	Eastside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
241040	Harrison County	Harrison County High School	06-12	No	High Sch	Focus							Yes				Yes	
241043	Harrison County	Harrison County Middle School	06-08	No	Middle Sch	Reward		Yes									Yes	
241045	Harrison County	Northside Elementary School	00-05	Yes	Elementary	Proficient												
241038	Harrison County	Southside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
241075	Harrison County	Westside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
245010	Hart County	Bonnieville Elementary School	00-08	Yes	Elementary	Reward		Yes									Yes	
245010	Hart County	Bonnieville Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
245030	Hart County	Cub Run Elementary School	00-08	Yes	Elementary	Proficient											Yes	
245030	Hart County	Cub Run Elementary School	00-08	Yes	Elementary	Reward		Yes									Yes	
245045	Hart County	Hart County High School	09-12	No	Middle Sch	Focus												Yes
245080	Hart County	Legrande Elementary School	00-08	Yes	Elementary	Needs Improvement							Yes				Yes	
245050	Hart County	Legrande Elementary School	00-08	Yes	Elementary	Reward		Yes										Yes
245070	Hart County	Memorial Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
245070	Hart County	Memorial Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
245090	Hart County	Memorial Elementary School	00-08	Yes	Elementary	Proficient											Yes	
245090	Hart County	Munfordville Elementary School	00-08	Yes	Elementary	Proficient											Yes	
246010	Hazard Independent	Hazard High School	09-12	Yes	Middle Sch	Proficient											Yes	
246045	Hazard Independent	Roy G Eversole Middle School	05-08	Yes	High Sch	Needs Improvement											Yes	
246060	Hazard Independent	Walkertown Elementary School	00-04	Yes	Middle Sch	Needs Improvement											Yes	
251030	Henderson County	A B Chandler Elementary School	00-05	Yes	Elementary	Proficient											Yes	
251030	Henderson County	A B Chandler Elementary School	00-05	Yes	Elementary	Proficient											Yes	
251020	Henderson County	Blend Gate Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251020	Henderson County	Cairo Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251033	Henderson County	East Heights Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251060	Henderson County	Henderson County High School	09-12	No	High Sch	Reward		Yes									Yes	
251065	Henderson County	Henderson County High School	06-08	Yes	Middle Sch	Focus							Yes				Yes	
251150	Henderson County	Henderson County North Middle School	06-08	Yes	Middle Sch	Needs Improvement											Yes	
251160	Henderson County	Henderson County South Middle School	06-08	Yes	Middle Sch	Needs Improvement											Yes	
251091	Henderson County	Jefferson Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251070	Henderson County	Niagara Elementary School	00-05	Yes	Elementary	Proficient											Yes	
251110	Henderson County	South Heights Elementary School	00-05	Yes	Elementary	Reward		Yes									Yes	
255010	Henry County	Spottsville Elementary School	00-05	Yes	Elementary	Proficient											Yes	
255020	Henry County	Campbellsburg Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
255035	Henry County	Eastern Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
255038	Henry County	Henry County High School	09-12	Yes	High Sch	Needs Improvement											Yes	
255040	Henry County	Henry County Middle School	06-08	Yes	Middle Sch	Focus							Yes				Yes	
261020	Hickman County	New Castle Elementary School	00-05	Yes	Elementary	Reward		Yes									Yes	
261050	Hickman County	Hickman County Elementary School	00-06	Yes	Elementary	Focus						Yes					Yes	
261050	Hickman County	Hickman County High School	07-12	Yes	Middle Sch	Needs Improvement						Yes					Yes	
265140	Hopkins County	Hickman County High School	06-08	Yes	High Sch	Reward		Yes									Yes	
265330	Hopkins County	Browning Springs Middle School	06-08	Yes	Middle Sch	Focus							Yes				Yes	
265090	Hopkins County	Earlington Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265110	Hopkins County	Grapevine Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265130	Hopkins County	Hanson Elementary School	00-05	Yes	Elementary	Reward		Yes									Yes	
265130	Hopkins County	Hopkins County Central High School	09-12	No	High Sch	Priority School			Yes				Yes				Yes	

ATTACHMENT 9 - Table2: Reward, Priority and Focus Schools
Attachment 9
Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
265075	Hopkins County	James Madison Middle School	06-08	No	Middle Sch	Needs Improvement												
265020	Hopkins County	Jesse Stuart Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265145	Hopkins County	Madisonville North Hopkins High School	09-12	No	High Sch	Focus			Yes							Yes		
265200	Hopkins County	Pride Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265280	Hopkins County	South Hopkins Middle School	06-08	Yes	Middle Sch	Proficient												
265250	Hopkins County	Southside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265006	Hopkins County	West Broadway Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265006	Hopkins County	West Hopkins School	00-08	Yes	Elementary	Needs Improvement											Yes	
271020	Jackson County	West Hopkins School	00-08	Yes	Middle Sch	Focus			Yes									
271025	Jackson County	Jackson County High School	09-12	Yes	High Sch	Needs Improvement											Yes	
271180	Jackson County	Jackson County Middle School	06-08	Yes	Middle Sch	Needs Improvement											Yes	
271280	Jackson County	Mckee Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
271340	Jackson County	Sand Gap Elementary School	00-05	Yes	Elementary	Focus												
272011	Jackson County	Tyner Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
272011	Jackson Independent	Jackson City School	00-12	Yes	Elementary	Needs Improvement											Yes	
272011	Jackson Independent	Jackson City School	00-12	Yes	Middle Sch	Reward	Yes											Yes
272011	Jackson Independent	Jackson City School	00-12	Yes	Middle Sch	Focus			Yes									
275018	Jefferson County	Alherton High School	09-12	No	High Sch	Focus											Yes	
275185	Jefferson County	Alherton High School	09-12	No	High Sch	Focus											Yes	
275127	Jefferson County	Alherton Academy	00-05	Yes	Elementary	Needs Improvement											Yes	
275044	Jefferson County	Auburndale Elementary School	00-05	Yes	Elementary	Focus											Yes	
275105	Jefferson County	Audubon Traditional Elem	00-05	No	Elementary	Focus											Yes	
275040	Jefferson County	Ballard High	09-12	No	High Sch	Reward	Yes											Yes
275055	Jefferson County	Barret Traditional Middle	06-08	No	Middle Sch	Focus	Yes											Yes
275149	Jefferson County	Bates Elementary	00-05	No	Elementary	Focus	Yes											Yes
275225	Jefferson County	Blake Elementary	00-05	Yes	Elementary	Focus											Yes	
275091	Jefferson County	Bloom Elementary	00-05	Yes	Elementary	Focus			Yes									
275094	Jefferson County	Blue Lick Elementary	00-05	No	Elementary	Focus											Yes	
275260	Jefferson County	Bowen Elementary	00-05	No	Elementary	Focus											Yes	
275038	Jefferson County	Brandeis Elementary	00-05	No	Elementary	Focus											Yes	
275165	Jefferson County	Breckinridge/Franklin Elementary	00-05	Yes	Elementary	Focus	Yes											Yes
275045	Jefferson County	Brown School	00-12	No	Elementary	Reward	Yes										Yes	
275165	Jefferson County	Brown School	00-12	No	Middle Sch	Reward	Yes										Yes	
275045	Jefferson County	Brown School	00-12	No	Middle Sch	Reward	Yes										Yes	
275243	Jefferson County	Butler Traditional Tech High	09-12	No	High Sch	Proficient											Yes	
275004	Jefferson County	Byck Elementary	00-05	Yes	Elementary	Focus											Yes	
275005	Jefferson County	Camp Taylor Elementary	00-05	Yes	Elementary	Focus											Yes	
275167	Jefferson County	Came Run Elementary	00-05	Yes	Elementary	Focus											Yes	
275680	Jefferson County	Carrithers Middle School	06-08	Yes	Middle Sch	Focus											Yes	
275179	Jefferson County	Carter Elementary	00-05	No	Elementary	Needs Improvement											Yes	
275102	Jefferson County	Central High School	09-12	Yes	High Sch	Focus			Yes								Yes	
275046	Jefferson County	Chancey Elementary School	00-05	No	Elementary	Focus											Yes	
275023	Jefferson County	Chenoweth Elementary School	00-05	No	Elementary	Focus											Yes	
275083	Jefferson County	Cochran Elementary	00-05	Yes	Elementary	Focus											Yes	
275660	Jefferson County	Cochrane Elementary	00-05	Yes	Elementary	Focus			Yes								Yes	
275660	Jefferson County	Coleridge-Taylor Elementary	00-05	No	Elementary	Needs Improvement											Yes	

Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
275164	Jefferson County Public School	Conway Middle School	06-08	Yes	Middle Sch	Focus				Yes		Yes	Yes				
275060	Jefferson County Public School	Coral Ridge Elementary	00-05	Yes	Elementary	Needs Improvement						Yes	Yes				
275119	Jefferson County Public School	Crosby Middle School	06-08	No	Middle Sch	Focus						Yes	Yes				
275082	Jefferson County Public School	Crums Lane Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275082	Jefferson County Public School	Dixie Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275156	Jefferson County Public School	Doss High	09-12	Yes	High Sch	Priority School		Yes				Yes	Yes				
275200	Jefferson County Public School	Dunn Elementary School	00-05	No	Elementary	Focus						Yes	Yes				
275007	Jefferson County Public School	DuPont Manual High	09-12	No	High Sch	Reward		Yes				Yes	Yes				
275131	Jefferson County Public School	Eastern High	09-12	No	High Sch	Focus						Yes	Yes				
275240	Jefferson County Public School	Eisenhower Elementary School	00-05	Yes	Elementary	Focus						Yes	Yes				
275010	Jefferson County Public School	Fairdale Elementary School	00-05	Yes	Elementary	Focus		Yes				Yes	Yes				
275067	Jefferson County Public School	Fairdale Elementary School	00-05	Yes	Elementary	Focus		Yes				Yes	Yes				
275212	Jefferson County Public School	Fairdale High School Mca	09-12	Yes	High Sch	Reward		Yes				Yes	Yes				
275049	Jefferson County Public School	Farmer Elementary	00-05	No	Elementary	Focus				Yes		Yes	Yes				
275011	Jefferson County Public School	Farnsley Middle	06-08	Yes	Middle Sch	Focus				Yes		Yes	Yes				
275012	Jefferson County Public School	Fern Creek Elementary	00-05	No	Elementary	Focus				Yes		Yes	Yes				
275270	Jefferson County Public School	Ferr Creek Traditional High	09-12	No	High Sch	Priority School		Yes				Yes	Yes				
275280	Jefferson County Public School	Foster Traditional Academy	00-05	Yes	Elementary	Focus						Yes	Yes				
275620	Jefferson County Public School	Frayer Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275730	Jefferson County Public School	Frederick Law Olmsted Academy North	06-08	Yes	Middle Sch	Priority School		Yes				Yes	Yes				
275085	Jefferson County Public School	Frederick Law Olmsted Academy South	06-08	Yes	Middle Sch	Focus				Yes		Yes	Yes				
275088	Jefferson County Public School	Frost Middle	06-08	Yes	Middle Sch	Priority School		Yes				Yes	Yes				
275061	Jefferson County Public School	Gilmore Lane Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275013	Jefferson County Public School	Goldsmith Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275014	Jefferson County Public School	Greenwood Elementary Traditional	00-05	Yes	Elementary	Reward		Yes				Yes	Yes				
275115	Jefferson County Public School	Greenwood Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275048	Jefferson County Public School	Gutermuth Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275048	Jefferson County Public School	Hartstern Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275300	Jefferson County Public School	Hawthorne Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275320	Jefferson County Public School	Hazelwood Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275085	Jefferson County Public School	Highland Middle School	06-08	No	Middle Sch	Focus		Yes				Yes	Yes				
275076	Jefferson County Public School	Hite Elementary School	00-05	No	Elementary	Reward		Yes				Yes	Yes				
275335	Jefferson County Public School	Indian Trail Elementary	09-12	Yes	High Sch	Focus			Yes			Yes	Yes				
275325	Jefferson County Public School	Iroquois High	09-12	Yes	High Sch	Priority School						Yes	Yes				
275396	Jefferson County Public School	Jacob Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275166	Jefferson County Public School	Jefferson County Traditional Middle	06-08	No	Middle Sch	Focus				Yes		Yes	Yes				
275065	Jefferson County Public School	Jeffersonton Elementary	00-05	No	Elementary	Focus				Yes		Yes	Yes				
275047	Jefferson County Public School	Jeffersonton High School	09-12	No	High Sch	Focus				Yes		Yes	Yes				
275106	Jefferson County Public School	Johnson Traditional Middle	06-08	No	Middle Sch	Focus				Yes		Yes	Yes				
275162	Jefferson County Public School	Johnsontown Road Elementary	00-05	Yes	Elementary	Focus		Yes				Yes	Yes				
275120	Jefferson County Public School	Kammerer Middle	06-08	No	Middle Sch	Focus				Yes		Yes	Yes				
275059	Jefferson County Public School	Kennedy Elementary Montessori	00-05	Yes	Elementary	Focus		Yes				Yes	Yes				
275079	Jefferson County Public School	Kenwood Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275079	Jefferson County Public School	Kerrick Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				

ATTACHMENT 9 - Table2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
275432	Jefferson County Public School	King Elementary	00-05	Yes	Elementary	Focus	Yes			Yes		Yes				Yes	
275134	Jefferson County Public School	Klanlike Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275163	Jefferson County Public School	Knight Middle School	06-08	Yes	Middle Sch	Priority School		Yes				Yes				Yes	
275133	Jefferson County Public School	Lassiter Middle School	06-08	Yes	Middle Sch	Focus						Yes				Yes	
275145	Jefferson County Public School	Laukhuf Elementary	00-05	No	Elementary	Focus						Yes				Yes	
275126	Jefferson County Public School	Layne Elementary	00-05	Yes	Elementary	Focus		Yes								Yes	
275047	Jefferson County Public School	Louisville Male High School	09-12	No	High Sch	Reward		Yes									Yes
275148	Jefferson County Public School	Low Elementary School	00-05	No	Elementary	Reward		Yes								Yes	Yes
275107	Jefferson County Public School	Luhr Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275480	Jefferson County Public School	Maupin Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275440	Jefferson County Public School	McFerran Preparatory Academy	00-05	Yes	Elementary	Focus						Yes				Yes	
275022	Jefferson County Public School	Medora Elementary	00-05	No	Elementary	Focus						Yes				Yes	
275340	Jefferson County Public School	Mezseek Middle School	06-08	No	Middle Sch	Reward		Yes								Yes	
275024	Jefferson County Public School	Middletown Elementary	00-05	No	Elementary	Needs Improvement											
275147	Jefferson County Public School	Mill Creek Elementary	00-05	Yes	Elementary	Focus		Yes								Yes	
275099	Jefferson County Public School	Minors Lane Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275155	Jefferson County Public School	Moore Traditional School	06-12	Yes	Middle Sch	Focus						Yes				Yes	
275159	Jefferson County Public School	Moore Traditional School	06-12	Yes	Middle Sch	Focus						Yes				Yes	
275041	Jefferson County Public School	Myers Middle School	06-08	Yes	Middle Sch	Priority School		Yes								Yes	
275041	Jefferson County Public School	Newburg Middle School	06-08	No	Middle Sch	Focus						Yes				Yes	
275435	Jefferson County Public School	Noe Middle	06-08	No	Middle Sch	Focus											
275096	Jefferson County Public School	Norton Elementary School	00-05	No	Elementary	Focus											Yes
275027	Jefferson County Public School	Okolona Elementary School	00-05	Yes	Elementary	Focus										Yes	
275075	Jefferson County Public School	Pleasure Ridge Park High	09-12	No	High Sch	Focus											
275128	Jefferson County Public School	Portland Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275219	Jefferson County Public School	Price Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275081	Jefferson County Public School	Ramsey Middle School	06-08	No	Middle Sch	Reward		Yes									
275530	Jefferson County Public School	Rangeland Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275560	Jefferson County Public School	Roosevelt Perry Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275086	Jefferson County Public School	Rutherford Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275063	Jefferson County Public School	Sanders Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275580	Jefferson County Public School	Schaffner Elementary	00-05	No	Elementary	Proficient											Yes
275073	Jefferson County Public School	Simple Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275097	Jefferson County Public School	Seneca High	09-12	Yes	High Sch	Priority School		Yes								Yes	
275610	Jefferson County Public School	Shacklette Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275103	Jefferson County Public School	Shelby Traditional Academy	00-05	Yes	Elementary	Focus						Yes				Yes	
275087	Jefferson County Public School	Slaughter Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275031	Jefferson County Public School	Smyma Elementary	00-05	No	Elementary	Focus						Yes				Yes	
275064	Jefferson County Public School	Southern High School	09-12	Yes	High Sch	Priority School		Yes									Yes
275071	Jefferson County Public School	St Matthews Elementary	00-05	No	Elementary	Focus						Yes				Yes	
275071	Jefferson County Public School	Stonestreet Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275211	Jefferson County Public School	Stoper Elementary	00-05	No	Elementary	Proficient											Yes
275144	Jefferson County Public School	Stuart Middle	06-08	Yes	Middle Sch	Priority School		Yes								Yes	
275590	Jefferson County Public School	The Academy @ Shawnee	09-12	Yes	High Sch	Priority School		Yes								Yes	
275090	Jefferson County Public School	Thomas Jefferson Middle	06-08	Yes	Middle Sch	Priority School		Yes								Yes	

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
275104	Jefferson County Public School	Trunnell Elementary	00-05	Yes	Elementary	Focus					Yes	Yes						
275016	Jefferson County Public School	Tully Elementary	00-05	No	Elementary	Focus					Yes	Yes						
275033	Jefferson County Public School	Valley Traditional High	09-12	Yes	High Sch	Priority School			Yes			Yes	Yes					
275051	Jefferson County Public School	Waggener Traditional High School	09-12	Yes	High Sch	Priority School			Yes			Yes	Yes					
275069	Jefferson County Public School	Watson Lane Elementary	00-05	Yes	Elementary	Focus					Yes	Yes						
275072	Jefferson County Public School	Watterson Elementary	00-05	Yes	Elementary	Focus					Yes	Yes						
275116	Jefferson County Public School	Wellington Elementary	00-05	Yes	Elementary	Focus			Yes			Yes	Yes					
275084	Jefferson County Public School	Western High School	09-12	Yes	High Sch	Priority School			Yes			Yes	Yes					
275077	Jefferson County Public School	Western Middle	06-08	Yes	Middle Sch	Priority School			Yes			Yes	Yes					
275182	Jefferson County Public School	Westport Middle School	00-05	Yes	Elementary	Focus			Yes			Yes	Yes					
275108	Jefferson County Public School	Wheatley Elementary	00-05	Yes	Elementary	Focus					Yes	Yes						
275087	Jefferson County Public School	Wheeler Elementary	00-05	No	Elementary	Needs Improvement						Yes	Yes					
275086	Jefferson County Public School	Wildier Elementary	00-05	No	Elementary	Needs Improvement						Yes	Yes					
275117	Jefferson County Public School	Wilkinson Elementary	00-05	Yes	Elementary	Focus						Yes	Yes					
275078	Jefferson County Public School	Wilt Elementary	00-05	Yes	Elementary	Focus						Yes	Yes					
276011	Jenkins Independent	Zachary Taylor Elementary	00-05	No	Elementary	Needs Improvement						Yes	Yes					
276011	Jenkins Independent	Jenkins Independent School	00-12	Yes	Elementary	Reward			Yes			Yes	Yes					
276011	Jenkins Independent	Jenkins Independent School	00-12	Yes	Middle Sch	Focus					Yes	Yes						
281070	Jessamine County	Brookside Elementary School	00-12	Yes	High Sch	Needs Improvement						Yes	Yes					
281021	Jessamine County	East Jessamine High School	01-05	Yes	Elementary	Reward			Yes			Yes	Yes					
281025	Jessamine County	East Jessamine Middle School	09-12	No	High Sch	Focus						Yes	Yes					
281018	Jessamine County	Hattie C. Warner Elementary School	06-08	Yes	Middle Sch	Needs Improvement						Yes	Yes					
281050	Jessamine County	Nicholasville Elementary School	01-05	Yes	Elementary	Focus						Yes	Yes					
281060	Jessamine County	Rosenwald Dunbar Elementary School	01-05	Yes	Elementary	Needs Improvement						Yes	Yes					
281019	Jessamine County	West Jessamine High School	09-12	No	High Sch	Needs Improvement						Yes	Yes					
281028	Jessamine County	West Jessamine Middle School	06-08	Yes	Middle Sch	Focus						Yes	Yes					
281090	Jessamine County	Wilmore Elementary School	01-05	Yes	Elementary	Proficient						Yes	Yes					
285075	Johnson County	Central Elementary School	00-06	Yes	Elementary	Proficient						Yes	Yes					
285100	Johnson County	Flat Gap Elementary School	00-06	Yes	Elementary	Reward			Yes			Yes	Yes					
285340	Johnson County	Highland Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes	Yes					
285115	Johnson County	Johnson Central High School	09-12	No	High Sch	Needs Improvement						Yes	Yes					
285080	Johnson County	Johnson County Middle School	07-08	Yes	Middle Sch	Reward						Yes	Yes					
285270	Johnson County	Meade Memorial Elementary School	00-06	Yes	Elementary	Proficient			Yes			Yes	Yes					
285250	Johnson County	Porter Elementary School	00-06	Yes	Elementary	Reward			Yes			Yes	Yes					
285320	Johnson County	W R Castle Memorial Elementary School	00-06	Yes	Elementary	Proficient			Yes			Yes	Yes					
291005	Kenton County	Beechgrove Elementary School	00-06	Yes	Elementary	Proficient						Yes	Yes					
291040	Kenton County	Dixie Heights High School	09-12	No	High Sch	Focus						Yes	Yes					
291060	Kenton County	Fl Wright Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes	Yes					
291020	Kenton County	James A. Caywood Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes	Yes					
291050	Kenton County	Kenton Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes	Yes					
291070	Kenton County	Piner Elementary School	00-05	No	Elementary	Focus						Yes	Yes					
291045	Kenton County	R C Hinsdale Elementary School	00-05	No	Elementary	Proficient			Yes			Yes	Yes					
291006	Kenton County	River Ridge Elementary School	00-05	Yes	Elementary	Focus						Yes	Yes					
291080	Kenton County	Ryvand Heights Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes	Yes					

Attachment 9 - ESEA Waiver Request
KDE:OAA:DADI: 11/10/2011

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Dististinguished			
291120	Kenton County	Scott High School	09-12	No	High Sch	Needs Improvement												
291090	Kenton County	Simon Kenton High School	09-12	No	High Sch	Focus												
291007	Kenton County	Summit View Elementary School	00-05	No	Elementary	Needs Improvement												
291008	Kenton County	Summit View Middle School	06-08	No	Middle Sch	Focus												
291100	Kenton County	Taylor Mill Elementary School	00-05	No	Elementary	Needs Improvement												
291103	Kenton County	Turkey Foot Middle School	06-08	No	Middle Sch	Focus												
291105	Kenton County	Twenohel Middle School	06-08	No	Middle Sch	Focus												
291495	Kenton County	White's Tower Elementary School	00-05	Yes	Elementary	Focus												
291108	Kenton County	Woodland Middle School	06-08	No	Middle Sch	Focus												
295035	Knot County	Beaver Creek Elementary School	00-08	Yes	Elementary	Focus												
295100	Knot County	Beaver Creek Elementary School	00-08	Yes	Elementary	Focus												
295100	Knot County	Carr Creek Elementary School	00-08	Yes	Elementary	Reward												
295150	Knot County	Carr Creek Elementary School	00-08	Yes	Elementary	Needs Improvement												
295150	Knot County	Cordia School	00-12	Yes	Elementary	Focus												
295150	Knot County	Cordia School	00-12	Yes	Middle Sch	Needs Improvement												
295210	Knot County	Cordia School	00-12	Yes	High Sch	Focus												
295210	Knot County	Emmalena Elementary School	00-08	Yes	Elementary	Focus												
295210	Knot County	Emmalena Elementary School	00-08	Yes	Middle Sch	Reward												
295230	Knot County	Hindman Elementary School	00-08	Yes	Elementary	Needs Improvement												
295230	Knot County	Hindman Elementary School	00-08	Yes	Middle Sch	Reward												
295255	Knot County	Hindman Elementary School	00-08	Yes	Elementary	Needs Improvement												
295255	Knot County	Hindman Elementary School	00-08	Yes	Middle Sch	Reward												
295255	Knot County	Hindman Elementary School	00-08	Yes	Elementary	Proficient												
295265	Knot County	Jones Fork Elementary School	00-08	Yes	Middle Sch	Reward												
295265	Knot County	Jones Fork Elementary School	00-08	Yes	Middle Sch	Reward												
301071	Knox County	Knot County Central High School	09-12	Yes	High Sch	Reward												
301170	Knox County	Central Elementary School	00-06	Yes	Elementary	Needs Improvement												
301170	Knox County	Dewitt Elementary School	00-06	Yes	Elementary	Proficient												
301240	Knox County	Flat Lick Elementary School	00-06	Yes	Elementary	Needs Improvement												
301320	Knox County	G R Hampton Elementary School	00-06	Yes	Elementary	Needs Improvement												
301280	Knox County	Girdler Elementary School	00-06	Yes	Elementary	Focus												
301430	Knox County	Jesse D Lay Elementary School	00-06	Yes	Elementary	Needs Improvement												
301430	Knox County	Jesse D Lay Elementary School	00-06	Yes	Elementary	Proficient												
301410	Knox County	Knox Central High School	09-12	Yes	High Sch	Priority School												
301023	Knox County	Knox County Middle School	07-08	Yes	Middle Sch	Needs Improvement												
301450	Knox County	Lynn Camp Schools	00-12	Yes	Middle Sch	Focus												
301450	Knox County	Lynn Camp Schools	00-12	Yes	Middle Sch	Focus												
305015	Larue County	Abraham Lincoln Elementary School	00-05	Yes	Elementary	Needs Improvement												
305030	Larue County	Hodgenville Elementary School	00-05	Yes	Elementary	Needs Improvement												
305040	Larue County	Larue County High School	00-05	Yes	Elementary	Needs Improvement												
305045	Larue County	Larue County Middle School	09-12	No	High Sch	Proficient												
310300	Laurel County	Laurel County Middle School	06-08	No	Middle Sch	Reward												
310300	Laurel County	Bush Elementary School	00-05	Yes	Elementary	Reward												
311055	Laurel County	Camp Ground Elementary School	00-05	Yes	Elementary	Needs Improvement												
311430	Laurel County	Cold Hill Elementary School	00-05	Yes	Elementary	Proficient												
311070	Laurel County	Colony Elementary School	00-05	Yes	Elementary	Needs Improvement												
311130	Laurel County	Hazel Green Elementary School	00-05	Yes	Elementary	Needs Improvement												
311175	Laurel County	Hunter Hills Elementary School	00-05	Yes	Elementary	Focus												
311165	Laurel County	Johnson Elementary School	00-05	Yes	Elementary	Proficient												
311180	Laurel County	Keavy Elementary School	00-05	Yes	Elementary	Needs Improvement												

Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
311010	Laurel County	London Elementary School	00-05	Yes	Elementary	Focus						Yes					
311206	Laurel County	North Laurel High School	09-12	No	High Sch	Focus						Yes					
311210	Laurel County	North Laurel Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes					
311040	Laurel County	South Laurel High School	09-12	No	High Sch	Focus						Yes					
311420	Laurel County	South Laurel Middle School	06-08	Yes	Middle Sch	Focus						Yes					
311018	Laurel County	Sublimity Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes					
315030	Lawrence County	Wyant-Pine Grove Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes					
315030	Lawrence County	Blaine Elementary School	00-08	Yes	Elementary	Focus					Yes						
315150	Lawrence County	Blaine Elementary School	00-08	Yes	Middle Sch	Focus					Yes						
315150	Lawrence County	Fallsburg Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes					
315260	Lawrence County	Fallsburg Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					
315020	Lawrence County	Lawrence County High School	09-12	No	High Sch	Priority School			Yes								
315200	Lawrence County	Louisa East Elementary School	02-05	Yes	Elementary	Needs Improvement						Yes					
321010	Lee County	Louisa Middle School	06-08	No	Middle Sch	Focus						Yes					
321050	Lee County	Beattyville Elementary	00-05	Yes	Elementary	Reward						Yes					
321055	Lee County	Lee County High School	09-12	Yes	High Sch	Priority School			Yes								
321100	Lee County	Lee County Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes					
325280	Leslie County	Southside Elementary School	00-05	Yes	Elementary	Reward						Yes					
325350	Leslie County	Hayes Lewis Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					
325335	Leslie County	Leslie County High School	09-12	No	High Sch	Priority School			Yes								Yes
325300	Leslie County	Leslie County Middle School	07-08	Yes	Middle Sch	Proficient											Yes
325570	Leslie County	Mountain View Elementary	00-06	Yes	Elementary	Needs Improvement						Yes					
325420	Leslie County	Slummet Elementary School	00-06	Yes	Elementary	Reward						Yes					
331210	Letcher County	W B Mincey Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					
331210	Letcher County	Arle Boggs Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes					
331125	Letcher County	Arle Boggs Elementary School	00-08	Yes	Middle Sch	Focus					Yes						Yes
331125	Letcher County	Beckham Bates Elementary School	00-08	Yes	Elementary	Focus					Yes						Yes
331380	Letcher County	Beckham Bates Elementary School	00-08	Yes	Middle Sch	Focus					Yes						Yes
331380	Letcher County	Cowan Elementary School	00-08	Yes	Elementary	Focus					Yes						Yes
331250	Letcher County	Cowan Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					Yes
331250	Letcher County	Fleming Neon Elementary School	00-08	Yes	Elementary	Focus						Yes					Yes
331056	Letcher County	Fleming Neon Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					Yes
331350	Letcher County	Letcher County Central High School	09-12	No	High Sch	Focus								Yes			
331350	Letcher County	Letcher Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes					Yes
331425	Letcher County	Letcher Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					Yes
331425	Letcher County	Martha Jane Potter Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes					Yes
331425	Letcher County	Martha Jane Potter Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					Yes
331650	Letcher County	Martha Jane Potter Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes					Yes
331650	Letcher County	West Whitesburg Elementary School	00-08	Yes	Middle Sch	Reward						Yes					Yes
331710	Letcher County	Whitesburg Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes					Yes
335040	Lewis County	Garrison Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					Yes
335090	Lewis County	Laurel Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					Yes
335095	Lewis County	Lewis County Central Elementary School	00-05	Yes	Elementary	Focus					Yes						Yes
335120	Lewis County	Lewis County High School	09-12	No	High Sch	Needs Improvement											Yes
335100	Lewis County	Lewis County Middle School	06-08	Yes	Middle Sch	Proficient											Yes
335140	Lewis County	Tollisboro Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					Yes

Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
341040	Lincn County	Crab Orchard Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
341050	Lincn County	Highland Elementary School	00-05	Yes	Elementary	Proficient											
341070	Lincn County	Hustontville Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
341085	Lincn County	Lincn County High School	09-12	No	High Sch	Priority School	Yes										
341086	Lincn County	Lincn County Middle School	07-08	No	Middle Sch	Needs Improvement											
341023	Lincn County	Lloyd McJuffey Sixth Grade Center	06-06	Yes	Middle Sch	Proficient										Yes	
341100	Lincn County	McKinnney Elementary School	00-05	Yes	Elementary	Proficient										Yes	
341130	Lincn County	Stanford Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
345050	Livingston County	Waynesburg Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
345065	Livingston County	Livingston Central High School	09-12	No	High Sch	Priority School											
345020	Livingston County	Livingston County Middle School	07-08	Yes	Middle Sch	Focus				Yes						Yes	
345021	Livingston County	North Livingston Elementary School	00-06	Yes	Elementary	Needs Improvement				Yes						Yes	
351011	Logan County	South Livingston Elementary School	00-06	Yes	Elementary	Focus										Yes	
351011	Logan County	Adairville Elementary School	00-08	Yes	Elementary	Proficient										Yes	
351012	Logan County	Adairville Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
351012	Logan County	Auburn Elementary School	00-08	Yes	Elementary	Reward	Yes									Yes	
351013	Logan County	Auburn Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
351013	Logan County	Chandlers Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
351014	Logan County	Chandlers Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
351014	Logan County	Lewisburg Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
351140	Logan County	Lewisburg Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
351016	Logan County	Logan County High School	09-12	No	High Sch	Needs Improvement										Yes	
351016	Logan County	Olmstead Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
351016	Logan County	Olmstead Elementary School	00-08	Yes	Middle Sch	Proficient										Yes	
351020	Logan County	Lyon County Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
351070	Lyon County	Lyon County High School	09-12	No	High Sch	Proficient										Yes	
351023	Lyon County	Lyon County Middle School	06-08	Yes	Middle Sch	Proficient										Yes	
355021	Madison County	B. Michael Caudill Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes	
355010	Madison County	Clark Moores Middle School	06-08	Yes	Middle Sch	Focus										Yes	
355015	Madison County	Daniel Boone Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
355140	Madison County	Foley Middle School	06-08	Yes	Middle Sch	Focus				Yes						Yes	
355018	Madison County	Glenn R. Marshall Elementary School	00-05	Yes	Middle Sch	Focus				Yes						Yes	
355030	Madison County	Kingson Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
355040	Madison County	Kingson Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
355045	Madison County	Kirkville Elementary School	00-05	Yes	Elementary	Proficient										Yes	
355050	Madison County	Kit Carson Elementary School	00-05	Yes	Elementary	Proficient										Yes	
355020	Madison County	Madison Central High School	09-12	No	High Sch	Focus				Yes						Yes	
355150	Madison County	Madison Middle School	06-08	Yes	Middle Sch	Focus										Yes	
355005	Madison County	Madison Southern High School	09-12	No	High Sch	Focus				Yes						Yes	
355450	Madison County	Mayfield Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
355460	Madison County	Model Laboratory Elementary School	00-05	No	Elementary	Proficient										Yes	
355455	Madison County	Model Laboratory High School	09-12	No	High Sch	Reward	Yes									Yes	
355007	Madison County	Model Laboratory Middle School	06-08	No	Middle Sch	Reward	Yes									Yes	
355100	Madison County	Shannon Johnson Elementary School	00-05	Yes	Elementary	Reward	Yes			Yes						Yes	
355120	Madison County	Silver Creek Elementary School	00-05	Yes	Elementary	Focus										Yes	
355120	Madison County	Waco Elementary School	00-05	Yes	Elementary	Focus										Yes	

Attachment 9

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
365130	Madison County	White Hall Elementary School	00-05	Yes	Elementary	Proficient												
371175	Magoffin County	Herald Whitaker Middle School	07-08	Yes	Middle Sch	Needs Improvement												
371370	Magoffin County	Magoffin County High School	09-12	No	High Sch	Needs Improvement												
371172	Magoffin County	North Magoffin Elementary	00-06	Yes	Elementary	Needs Improvement												
371360	Magoffin County	Salsysville Grade School	00-06	Yes	Elementary	Needs Improvement												
371173	Magoffin County	South Magoffin Elementary	00-06	Yes	Elementary	Focus			Yes									Yes
375020	Marion County	Calvary Elementary School	00-05	Yes	Elementary	Reward												
375040	Marion County	Glasscock Elementary School	00-05	Yes	Elementary	Reward			Yes									
375210	Marion County	Lebanon Elementary School	00-05	Yes	Elementary	Needs Improvement												
375220	Marion County	Lebanon Middle School	06-08	Yes	Middle Sch	Needs Improvement												
375515	Marion County	Marion County High School	09-12	No	High Sch	Focus								Yes				Yes
375090	Marion County	Saint Charles Middle School	06-08	Yes	Middle Sch	Focus								Yes				Yes
375100	Marion County	West Marion Elementary School	00-05	Yes	Elementary	Proficient								Yes				Yes
381011	Marshall County	Benton Elementary School	00-05	Yes	Elementary	Proficient								Yes				Yes
381015	Marshall County	Benton Middle School	06-08	Yes	Middle Sch	Proficient								Yes				Yes
381040	Marshall County	Calvert City Elementary School	00-05	Yes	Elementary	Reward								Yes				Yes
381010	Marshall County	Central Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes				Yes
381085	Marshall County	Jonathan Elementary School	00-05	Yes	Elementary	Reward			Yes					Yes				Yes
381088	Marshall County	Marshall County High School	09-12	Yes	Elementary	Reward			Yes					Yes				Yes
381098	Marshall County	North Marshall Middle School	06-08	No	High Sch	Focus								Yes				Yes
381100	Marshall County	Sharpe Elementary School	06-08	Yes	Middle Sch	Proficient								Yes				Yes
381105	Marshall County	South Marshall Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes				Yes
381110	Marshall County	South Marshall Middle School	06-08	Yes	Middle Sch	Proficient								Yes				Yes
385051	Martin County	Eden Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes				Yes
385120	Martin County	Inez Elementary School	00-05	Yes	Elementary	Reward			Yes					Yes				Yes
385125	Martin County	Inez Middle School	06-08	Yes	Middle Sch	Reward			Yes					Yes				Yes
385250	Martin County	Sheldon Clark High School	09-12	No	High Sch	Priority School								Yes				Yes
385300	Martin County	Warfield Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes				Yes
385320	Martin County	Warfield Middle School	06-08	Yes	Middle Sch	Needs Improvement								Yes				Yes
391030	Mason County	Mason County High School	09-12	No	High Sch	Reward								Yes				Yes
391011	Mason County	Mason County Intermediate School	03-05	Yes	Elementary	Proficient								Yes				Yes
392031	Mayfield Independent	Mayfield Elementary School	06-08	No	Middle Sch	Proficient								Yes				Yes
392060	Mayfield Independent	Mayfield Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes				Yes
392065	Mayfield Independent	Mayfield High School	09-12	No	High Sch	Reward								Yes				Yes
395010	Mccracken County	Concord Elementary School	00-05	Yes	Elementary	Focus								Yes				Yes
395025	Mccracken County	Farley Elementary School	00-05	Yes	Elementary	Focus								Yes				Yes
395120	Mccracken County	Heath Elementary School	00-05	Yes	Elementary	Proficient								Yes				Yes
395050	Mccracken County	Heath High School	09-12	No	High Sch	Needs Improvement								Yes				Yes
395055	Mccracken County	Heath Middle School	06-08	Yes	Middle Sch	Focus								Yes				Yes
395065	Mccracken County	Hendron Lone Oak Elementary School	00-05	Yes	Elementary	Focus								Yes				Yes
395080	Mccracken County	Lone Oak Elementary School	00-05	Yes	Elementary	Proficient								Yes				Yes
395070	Mccracken County	Lone Oak High School	09-12	No	High Sch	Proficient								Yes				Yes
395085	Mccracken County	Lone Oak Middle School	06-08	Yes	Middle Sch	Focus								Yes				Yes
395100	Mccracken County	Reidland Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes				Yes

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools

Attachment 9
Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
395110	McCracken County	Reidland High School	09-12	Yes	High Sch	Needs Improvement												
395115	McCracken County	Reidland Middle School	06-08	Yes	Middle Sch	Focus								Yes			Yes	
401010	McCreary County	McCreary Central High School	09-12	Yes	High Sch	Needs Improvement												
401014	McCreary County	McCreary County Middle School	07-08	Yes	Middle Sch	Needs Improvement												
401015	McCreary County	Pine Knot Intermediate School	04-06	Yes	Elementary	Reward	Yes											Yes
401016	McCreary County	Pine Knot Primary School	00-03	Yes	Elementary	Reward	Yes											Yes
401330	McCreary County	Whitley City Elementary School	00-06	Yes	Elementary	Proficient												Yes
405020	McLean County	Calhoun Elementary School	00-05	Yes	Elementary	Proficient												Yes
405050	McLean County	Livermore Elementary School	00-05	Yes	Elementary	Focus							Yes					Yes
405065	McLean County	McLean County High School	09-12	No	High Sch	Proficient												Yes
405075	McLean County	McLean County Middle School	06-08	No	Middle Sch	Reward	Yes											Yes
405070	McLean County	Sacramento Elementary School	00-05	Yes	Elementary	Proficient												Yes
411010	Meade County	Battletown Elementary School	00-06	Yes	Elementary	Reward	Yes											Yes
411060	Meade County	Brandenburg Primary School	00-03	Yes	Elementary	Reward												Yes
411011	Meade County	David T. Wilson Elementary	04-06	Yes	Elementary	Proficient	Yes											Yes
411040	Meade County	Ekron Elementary School	00-06	Yes	Elementary	Proficient												Yes
411050	Meade County	Flaherty Elementary School	00-06	Yes	Elementary	Focus						Yes						Yes
411070	Meade County	Meade County High School	09-12	No	High Sch	Focus						Yes						Yes
411080	Meade County	Midtraugh Elementary School	00-06	Yes	Elementary	Focus						Yes						Yes
411090	Meade County	Payneville Elementary School	00-06	Yes	Elementary	Proficient												Yes
411015	Meade County	Stuart Pepper Middle School	07-08	No	Middle Sch	Proficient												Yes
415020	Menifee County	Rolls Elementary School	00-05	Yes	Elementary	Reward												Yes
415080	Menifee County	Menifee County High School	09-12	No	High Sch	Needs Improvement												Yes
415090	Menifee County	Menifee Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
415080	Menifee County	Menifee Elementary School	00-08	Yes	Middle Sch	Focus							Yes					Yes
421035	Mercer County	Kenneth D. King Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
421070	Mercer County	Mercer County Elementary School	01-03	Yes	Elementary	Reward	Yes											Yes
425030	Metcalfe County	Mercer County Senior High School	10-12	No	High Sch	Focus							Yes					Yes
425020	Metcalfe County	Edmonton Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
425050	Metcalfe County	Metcalfe 6th Grade Center	06-06	Yes	Middle Sch	Reward	Yes											Yes
425010	Metcalfe County	Metcalfe County High School	09-12	No	High Sch	Priority School	Yes						Yes					Yes
425070	Metcalfe County	Metcalfe County Middle School	07-08	Yes	Middle Sch	Needs Improvement												Yes
425090	Metcalfe County	North Metcalfe Elementary School	00-05	Yes	Elementary	Proficient												Yes
426020	Middlesboro Independent	Summer Shade Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
426080	Middlesboro Independent	East End Intermediate School	00-05	Yes	Elementary	Needs Improvement												Yes
426040	Middlesboro Independent	Middlesboro High School	09-12	Yes	High Sch	Needs Improvement												Yes
426030	Middlesboro Independent	Middlesboro Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
431150	Monroe County	West End Primary School	00-03	Yes	Elementary	Needs Improvement												Yes
431212	Monroe County	Gambell Elementary	00-05	Yes	Elementary	Proficient												Yes
431450	Monroe County	Joe Harrison Carter	00-05	Yes	Elementary	Proficient												Yes
431160	Monroe County	Monroe Co High	09-12	No	High Sch	Needs Improvement												Yes
431440	Monroe County	Monroe Co Middle	06-08	Yes	Middle Sch	Needs Improvement												Yes
435010	Montgomery County	Tompkinsville Elem	00-05	Yes	Elementary	Proficient												Yes
435030	Montgomery County	Camargo Elementary School	00-05	Yes	Elementary	Focus							Yes					Yes
435030	Montgomery County	Mapleton Elementary School	00-05	Yes	Elementary	Reward												Yes

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
435070	Montgomery County	Menabb Middle School	06-08	No	Middle Sch	Focus											
435040	Montgomery County	Montgomery County High School	08-12	No	High Sch	Focus											
435030	Montgomery County	Mount Sterling Elementary School	00-05	Yes	Elementary	Proficient											
436020	Monticello Independent	Monticello Elementary School	00-05	Yes	Elementary	Needs Improvement											
436010	Monticello Independent	Monticello High School	09-12	Yes	High Sch	Priority School			Yes								
436015	Monticello Independent	Monticello Middle School	06-08	Yes	Middle Sch	Focus											
441050	Morgan County	East Valley Elementary School	00-05	Yes	Elementary	Needs Improvement											
441090	Morgan County	Ezel Elementary School	00-05	Yes	Elementary	Reward	Yes										
441015	Morgan County	Morgan Central Elementary School	00-05	Yes	Elementary	Reward		Yes									
441150	Morgan County	Morgan County High School	09-12	No	High Sch	Needs Improvement											
441140	Morgan County	Morgan County Middle School	06-08	Yes	Middle Sch	Focus											
441018	Morgan County	West Liberty Elementary School	00-05	Yes	Elementary	Proficient											
445010	Muhlenberg County	Bremen Elementary School	00-05	Yes	Elementary	Proficient											
445030	Muhlenberg County	Central City Elementary	00-05	Yes	Elementary	Needs Improvement											
445040	Muhlenberg County	Greenville Elementary School	00-05	Yes	Elementary	Needs Improvement											
445115	Muhlenberg County	Longest Elementary	00-05	Yes	Elementary	Needs Improvement											
445175	Muhlenberg County	Muhlenberg County High School	09-12	No	High Sch	Focus											
445150	Muhlenberg County	Muhlenberg North Middle	06-08	No	Middle Sch	Proficient											
445012	Muhlenberg County	Muhlenberg South Elementary	00-05	Yes	Elementary	Reward	Yes										
445045	Muhlenberg County	Muhlenberg South Middle School	06-08	No	Middle Sch	Needs Improvement											
446020	Murray Independent	Murray Middle School	00-03	Yes	Elementary	Reward	Yes										
446050	Murray Independent	Murray Elementary School	09-12	No	High Sch	Reward	Yes										
446030	Murray Independent	Murray High School	09-12	No	High Sch	Reward	Yes										
446030	Murray Independent	Murray Middle School	04-08	Yes	Elementary	Focus											
446030	Murray Independent	Murray Middle School	04-08	Yes	Middle Sch	Reward	Yes										
451013	Nelson County	Bloomfield Elementary School	00-05	Yes	Elementary	Needs Improvement											
451011	Nelson County	Bloomfield Middle School	06-08	No	Middle Sch	Focus											
451030	Nelson County	Boston School	00-08	Yes	Elementary	Focus	Yes										
451030	Nelson County	Boston School	00-08	Yes	Middle Sch	Needs Improvement			Yes								
451050	Nelson County	Coxs Creek Elementary School	00-05	Yes	Elementary	Proficient											
451070	Nelson County	Foster Heights Elementary School	00-05	Yes	Elementary	Proficient											
451100	Nelson County	Nelson County High School	09-12	No	High Sch	Focus			Yes								
451090	Nelson County	Old Kentucky Home Middle School	06-08	No	Middle Sch	Focus											
451011	Nelson County	The New Haven School	00-08	Yes	Elementary	Reward		Yes									
451011	Nelson County	The New Haven School	00-08	Yes	Middle Sch	Focus											
452070	Newport Independent	Newport High School	10-12	No	High Sch	Priority School		Yes									
452040	Newport Independent	Newport Intermediate School	00-06	Yes	Elementary	Focus			Yes								
452080	Newport Independent	Newport Junior High School	07-09	Yes	Middle Sch	Focus			Yes								
452020	Newport Independent	Newport Primary School	00-03	Yes	Elementary	Focus			Yes								
455020	Nicholas County	Nicholas County Elementary School	00-06	Yes	Elementary	Needs Improvement											
455030	Nicholas County	Nicholas County High School	07-12	No	High Sch	Focus			Yes								
461010	Ohio County	Beaver Dam Elementary School	00-06	Yes	Elementary	Needs Improvement											
461090	Ohio County	Fordsville Elementary School	00-06	Yes	Elementary	Needs Improvement											
461140	Ohio County	Horse Branch Elementary School	00-06	Yes	Elementary	Needs Improvement											
461155	Ohio County	Ohio County High School	09-12	No	High Sch	Focus											
461110	Ohio County	Ohio County Middle School	07-08	No	Middle Sch	Focus											

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
461170	Ohio County	Southern Elementary School	00-08	Yes	Elementary	Needs Improvement												
461190	Ohio County	Wayland Alexander Elementary School	00-08	Yes	Elementary	Proficient											Yes	
461200	Ohio County	Western Elementary School	00-06	Yes	Elementary	Needs Improvement											Yes	
465007	Oldham County	Buckner Elementary School	00-05	No	Elementary	Needs Improvement											Yes	
465005	Oldham County	Camden Station Elementary School	00-05	No	Elementary	Reward	Yes											Yes
465010	Oldham County	Centerfield Elementary School	00-05	Yes	Elementary	Focus					Yes							
465020	Oldham County	Crestwood Elementary School	00-05	Yes	Elementary	Focus					Yes							
465015	Oldham County	East Oldham Middle School	06-08	No	Middle Sch	Proficient											Yes	
465025	Oldham County	Goshen At Hillcrest Elementary School	00-05	No	Elementary	Proficient											Yes	
465014	Oldham County	Harmony Elementary School	00-05	No	Elementary	Reward	Yes										Yes	
465013	Oldham County	Kenwood Station Elementary School	00-05	No	Elementary	Reward											Yes	
465030	Oldham County	Lagrange Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
465050	Oldham County	Liberty Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
465028	Oldham County	Locust Grove Elementary School	00-05	Yes	Elementary	Reward											Yes	
465012	Oldham County	North Oldham High School	09-12	No	High Sch	Reward	Yes										Yes	
465350	Oldham County	North Oldham Middle School	06-08	No	Middle Sch	Proficient											Yes	
465060	Oldham County	Oldham County High School	09-12	No	High Sch	Focus	Yes										Yes	
465070	Oldham County	Oldham County Middle School	06-08	Yes	Middle Sch	Focus											Yes	
465095	Oldham County	South Oldham High School	09-12	No	High Sch	Reward	Yes										Yes	
465090	Oldham County	South Oldham Middle School	06-08	No	Middle Sch	Focus	Yes										Yes	
471078	Owen County	Maurice Bowling Middle School	06-08	No	Middle Sch	Focus	Yes										Yes	
471075	Owen County	Owen County Elementary School	03-05	Yes	Elementary	Needs Improvement											Yes	
471080	Owen County	Owen County High School	09-12	No	High Sch	Needs Improvement											Yes	
472010	Owensboro Independent	Cravens Elementary School	00-04	Yes	Elementary	Focus											Yes	
472030	Owensboro Independent	Estes Elementary School	00-04	Yes	Elementary	Focus					Yes						Yes	
472060	Owensboro Independent	Foust Elementary School	00-04	Yes	Elementary	Focus					Yes						Yes	
472100	Owensboro Independent	Newton Parrish Elementary School	00-04	Yes	Elementary	Focus	Yes										Yes	
472110	Owensboro Independent	Owensboro High School	09-12	No	High Sch	Reward	Yes										Yes	
472140	Owensboro Independent	Sutton Elementary School	00-04	Yes	Elementary	Focus											Yes	
475020	Owsley County	Owsley County Elementary School	00-04	Yes	Elementary	Reward	Yes										Yes	
475080	Owsley County	Owsley County High School	00-06	Yes	Elementary	Needs Improvement											Yes	
476020	Paducah Independent	Owsley County High School	07-12	Yes	Middle Sch	Needs Improvement											Yes	
476080	Paducah Independent	Clark Elementary School	07-12	Yes	High Sch	Reward		Yes									Yes	
476150	Paducah Independent	McNabb Elementary School	00-05	Yes	Elementary	Focus					Yes						Yes	
476170	Paducah Independent	Morgan Elementary School	00-05	Yes	Elementary	Focus					Yes						Yes	
476170	Paducah Independent	Paducah Middle School	00-05	Yes	Elementary	Focus					Yes						Yes	
477010	Paintsville Independent	Paducah Tighman High School	06-08	No	Middle Sch	Focus					Yes						Yes	
477020	Paintsville Independent	Paintsville Elementary School	09-12	No	High Sch	Needs Improvement											Yes	
477020	Paintsville Independent	Paintsville High School	00-06	Yes	Elementary	Needs Improvement											Yes	
477020	Paintsville Independent	Paintsville High School	07-12	No	Middle Sch	Reward		Yes									Yes	
478010	Paris Independent	Paris Elementary School	07-12	No	High Sch	Needs Improvement											Yes	
478020	Paris Independent	Paris High School	00-05	Yes	Elementary	Needs Improvement											Yes	
478030	Paris Independent	Paris Middle School	09-12	No	High Sch	Needs Improvement											Yes	
481060	Pendleton County	Northern Elementary School	06-08	Yes	Middle Sch	Focus											Yes	
481070	Pendleton County	Pendleton County High School	00-05	Yes	Elementary	Needs Improvement					Yes						Yes	
481070	Pendleton County	Pendleton County High School	09-12	No	High Sch	Proficient											Yes	

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
481081	Pendleton County	Phillip Sharp Middle School	06-08	No	Middle Sch	Needs Improvement												
481080	Pendleton County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement												
485750	Perry County	Ab Combs Elementary School	00-08	Yes	Elementary	Needs Improvement												
485085	Perry County	Ab Combs Elementary School	00-08	Yes	Middle Sch	Needs Improvement												
485065	Perry County	Big Creek Elementary School	00-08	Yes	Elementary	Needs Improvement												
485130	Perry County	Big Creek Elementary School	00-08	Yes	Middle Sch	Needs Improvement	Yes											Yes
485150	Perry County	Buckhorn School	00-12	Yes	High Sch	Reward			Yes									Yes
485150	Perry County	Chavies Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485235	Perry County	Chavies Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
485480	Perry County	Dennis C Wootton Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485480	Perry County	Leatherwood Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485480	Perry County	Leatherwood Elementary School	00-08	Yes	Middle Sch	Proficient												Yes
485250	Perry County	Perry County Central High School	09-12	No	High Sch	Priority School			Yes									Yes
485635	Perry County	Robert W Combs Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485635	Perry County	Robert W Combs Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
485640	Perry County	Robinson Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485640	Perry County	Robinson Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485890	Perry County	Robinson Elementary School	00-08	Yes	Middle Sch	Needs Improvement	Yes											Yes
485890	Perry County	Viper Elementary School	00-08	Yes	Elementary	Proficient												Yes
485895	Perry County	Viper Elementary School	00-08	Yes	Middle Sch	Reward			Yes									Yes
485895	Perry County	Willard Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485895	Perry County	Willard Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
491090	Pike County	Willard Elementary School	09-12	No	High Sch	Needs Improvement												Yes
491058	Pike County	Belfry High School	06-08	No	Middle Sch	Proficient												Yes
491130	Pike County	Belfry Middle School	06-08	No	Middle Sch	Reward												Yes
491160	Pike County	Beverly Elementary School	00-05	Yes	Elementary	Reward	Yes		Yes									Yes
491250	Pike County	Blackberry Elementary School	00-05	Yes	Elementary	Reward	Yes		Yes									Yes
491250	Pike County	Dorton Elementary School	00-08	Yes	Elementary	Focus			Yes									Yes
491250	Pike County	Dorton Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491054	Pike County	East Ridge High School	09-12	No	High Sch	Proficient												Yes
491300	Pike County	Elkhorn City Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491300	Pike County	Elkhorn City Elementary School	00-08	Yes	Elementary	Reward	Yes		Yes									Yes
491057	Pike County	Elkhorn City Elementary School	00-08	Yes	Middle Sch	Reward			Yes									Yes
491057	Pike County	Feds Creek Elementary School	00-08	Yes	Elementary	Reward			Yes									Yes
491620	Pike County	Feds Creek Elementary School	00-08	Yes	Middle Sch	Reward			Yes									Yes
491620	Pike County	Johns Creek Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491650	Pike County	Johns Creek Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
491650	Pike County	Kimper Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491407	Pike County	Kimper Elementary School	00-08	Yes	Middle Sch	Focus	Yes		Yes									Yes
491059	Pike County	Majestic Knox Creek Elementary School	00-06	Yes	Elementary	Reward	Yes		Yes									Yes
491059	Pike County	Millard School	00-08	Yes	Elementary	Focus	Yes		Yes									Yes
491059	Pike County	Millard School	00-08	Yes	Elementary	Needs Improvement												Yes
491950	Pike County	Mullins Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
491950	Pike County	Mullins Elementary School	00-08	Yes	Elementary	Reward			Yes									Yes
491952	Pike County	Mullins Elementary School	00-08	Yes	Middle Sch	Reward			Yes									Yes
491954	Pike County	Phelps Elementary School	00-06	Yes	Elementary	Reward			Yes									Yes
491954	Pike County	Phelps Elementary School	07-12	No	Middle Sch	Needs Improvement												Yes
491954	Pike County	Phelps High School	07-12	No	Middle Sch	Reward												Yes
491190	Pike County	Pike County Central High School	09-12	No	High Sch	Needs Improvement												Yes

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
491995	Pike County	Runyon Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes		
491980	Pike County	Shelby Valley High School	09-12	No	High Sch	Needs Improvement										Yes		
491031	Pike County	Southside Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
492020	Pikeville Independent	Pikeville Elementary School	00-06	Yes	Elementary	Focus												Yes
492030	Pikeville Independent	Pikeville High School	07-12	No	Middle Sch	Needs Improvement										Yes		
493010	Pineville Independent	Pineville Elementary School	07-12	No	High Sch	Reward	Yes											Yes
493020	Pineville Independent	Pineville High School	00-06	Yes	Elementary	Focus			Yes							Yes		
495010	Powell County	Pineville High School	07-12	Yes	Middle Sch	Proficient												Yes
495020	Powell County	Bowen Elementary School	00-05	Yes	Elementary	Focus			Yes							Yes		
495040	Powell County	Clay City Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
495040	Powell County	Powell County High School	09-12	No	High Sch	Needs Improvement										Yes		
495015	Powell County	Powell County Middle School	06-08	No	Middle Sch	Needs Improvement										Yes		
495060	Powell County	Stanton Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
501070	Pulaski County	Burnside Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
501180	Pulaski County	Eubank Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
501280	Pulaski County	Nancy Elementary School	00-05	Yes	Elementary	Proficient										Yes		
501385	Pulaski County	Northern Middle School	06-08	No	Middle Sch	Needs Improvement										Yes		
501420	Pulaski County	Oak Hill Elementary School	00-05	Yes	Elementary	Proficient										Yes		
501380	Pulaski County	Pulaski County High School	09-12	No	High Sch	Priority School	Yes											Yes
501385	Pulaski County	Pulaski County High School	00-05	Yes	Elementary	Needs Improvement										Yes		
501440	Pulaski County	Shoville Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
501570	Pulaski County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
501380	Pulaski County	Southern Middle School	06-08	No	Middle Sch	Focus										Yes		
501400	Pulaski County	Southwestern High School	09-12	No	High Sch	Focus										Yes		
502010	Raceland-Worthington Independent	Campbell Elementary School	00-03	Yes	Elementary	Needs Improvement										Yes		
502020	Raceland-Worthington Independent	Raceland-Worthington High School	07-12	No	Middle Sch	Reward	Yes									Yes		
502020	Raceland-Worthington Independent	Raceland-Worthington High School	07-12	No	Middle Sch	Reward	Yes									Yes		
502030	Raceland-Worthington Independent	Worthington Elementary School	04-06	Yes	Elementary	Focus	Yes									Yes		Yes
505010	Robertson County	Derriff School	00-12	Yes	Elementary	Focus				Yes						Yes		
511020	Rockcastle County	Brodhead Elementary School	00-05	Yes	Elementary	Reward	Yes									Yes		
511170	Rockcastle County	Mt. Vernon Elementary	00-05	Yes	Elementary	Needs Improvement										Yes		
511310	Rockcastle County	Rockcastle County High School	09-12	No	High Sch	Focus										Yes		
511320	Rockcastle County	Rockcastle County Middle School	06-08	No	Middle Sch	Proficient										Yes		
511320	Rockcastle County	Roundstone Elementary School	00-05	Yes	Elementary	Proficient										Yes		
515040	Rowan County	Cleanfield Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
515043	Rowan County	Mcbrayer Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes		
515250	Rowan County	Rowan County	00-05	Yes	Elementary	Focus										Yes		
515210	Rowan County	Rowan County Middle School	06-08	No	Middle Sch	Focus										Yes		
515180	Rowan County	Rowan County Senior High School	09-12	No	High Sch	Needs Improvement										Yes		
515200	Rowan County	Tilden Hogge Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
521140	Russell County	Jamestown Elementary School	00-06	Yes	Elementary	Proficient										Yes		
521240	Russell County	Russell County High School	09-12	No	High Sch	Focus										Yes		
521260	Russell County	Russell County Middle School	07-08	Yes	Middle Sch	Focus										Yes		
521230	Russell County	Russell Springs Elementary School	00-06	Yes	Elementary	Focus										Yes		

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
521280	Russell County	Salern Elementary School	00-06	Yes	Elementary	Proficient												
521280	Russell County	Union Chapel Elementary School	00-06	Yes	Elementary	Proficient												
522050	Russell Independent	Russell High School	09-12	No	High Sch	Reward	Yes											Yes
522060	Russell Independent	Russell Middle School	06-08	Yes	Middle Sch	Focus		Yes										Yes
522011	Russell Independent	Russell Primary School	00-03	Yes	Elementary	Reward	Yes											Yes
522030	Russell Independent	Russell-McDowell Intermediate School	00-05	Yes	Elementary	Needs Improvement												Yes
523025	Russellville Independent	R E Stevenson Elementary School	00-06	Yes	Elementary	Focus												Yes
523030	Russellville Independent	Russellville Junior/Senior High School	07-12	No	Middle Sch	Focus		Yes										Yes
524010	Science Hill Independent	Russellville Junior/Senior High School	07-12	No	High Sch	Reward	Yes											Yes
524010	Science Hill Independent	Science Hill Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
525012	Scott County	Science Hill Elementary School	00-08	Yes	Elementary	Proficient												Yes
525010	Scott County	Anne Mason Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
525015	Scott County	Eastern Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
525018	Scott County	Garth Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
525035	Scott County	Georgetown Middle School	06-08	Yes	Middle Sch	Focus			Yes									Yes
525013	Scott County	Northern Elementary School	00-05	Yes	Elementary	Focus												Yes
525040	Scott County	Royal Spring Middle School	06-08	No	High Sch	Focus												Yes
525060	Scott County	Scott County High School	10-12	No	Middle Sch	Focus												Yes
525070	Scott County	Scott County Middle School	06-08	No	Middle Sch	Focus												Yes
525090	Scott County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
525080	Scott County	Stamping Ground Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
531120	Shelby County	Western Elementary School	00-05	No	Elementary	Reward	Yes											Yes
531085	Shelby County	Clear Creek Elementary	00-05	Yes	Elementary	Focus												Yes
531014	Shelby County	Heritage Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
531110	Shelby County	Painted Stone Elementary	00-05	Yes	Elementary	Reward	Yes											Yes
531080	Shelby County	Shelby County East Middle School	06-07	No	Middle Sch	Reward	Yes											Yes
531100	Shelby County	Shelby County West Middle School	06-07	No	Middle Sch	Focus	Yes											Yes
531015	Shelby County	Simpsonville Elementary	00-05	Yes	Elementary	Focus												Yes
531130	Shelby County	Southside Elementary School	00-05	Yes	Elementary	Focus												Yes
533012	Silver Grove Independent	Wright Elementary	00-05	Yes	Elementary	Needs Improvement												Yes
533012	Silver Grove Independent	Silver Grove School	00-12	Yes	Elementary	Focus				Yes								Yes
533012	Silver Grove Independent	Silver Grove School	00-12	Yes	Middle Sch	Focus				Yes								Yes
535040	Simpson County	Silver Grove School	00-12	Yes	High Sch	Reward		Yes										Yes
535030	Simpson County	Franklin-Simpson High School	09-12	Yes	High Sch	Priority School			Yes									Yes
535045	Simpson County	Franklin-Simpson Middle School	06-08	Yes	Middle Sch	Focus												Yes
535100	Simpson County	Lincoln Elementary School	04-05	Yes	Elementary	Needs Improvement												Yes
536050	Somerset Independent	Simpson Elementary School	01-03	Yes	Elementary	Reward	Yes											Yes
536090	Somerset Independent	Hopkins Elementary School	00-04	Yes	Elementary	Reward		Yes										Yes
536070	Somerset Independent	Meece Middle School	05-08	No	Middle Sch	Needs Improvement												Yes
537010	Southgate Independent	Somerset High School	09-12	No	High Sch	Needs Improvement												Yes
537010	Southgate Independent	Southgate Public School	00-08	Yes	Elementary	Needs Improvement												Yes
541040	Spencer County	Southgate Independent	00-08	Yes	Middle Sch	Needs Improvement												Yes
541050	Spencer County	Spencer County Elementary School	00-05	No	Elementary	Needs Improvement												Yes
541041	Spencer County	Spencer County High School	09-12	No	High Sch	Focus	Yes											Yes
541041	Spencer County	Spencer County Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
541044	Spencer County	Taylorsville Elementary School	00-05	Yes	Elementary	Reward	Yes				Yes					Yes		
545020	Taylor County	Taylor County Elementary School	00-05	Yes	Elementary	Reward	Yes									Yes		
545030	Taylor County	Taylor County High School	09-12	No	High Sch	Reward	Yes									Yes		
545040	Taylor County	Taylor County Middle School	06-08	Yes	Middle Sch	Proficient										Yes		
551005	Todd County	North Todd Elementary School	00-05	Yes	Elementary	Focus								Yes		Yes		
551015	Todd County	South Todd Elementary School	00-05	Yes	Elementary	Focus								Yes		Yes		
551095	Todd County	Todd County Central High School	09-12	No	High Sch	Focus			Yes					Yes		Yes		
551080	Todd County	Todd County Middle School	06-08	No	Middle Sch	Focus								Yes		Yes		
555070	Trigg County	Trigg County High School	09-12	Yes	High Sch	Needs Improvement										Yes		
555014	Trigg County	Trigg County Intermediate School	03-05	Yes	Elementary	Proficient										Yes		
555050	Trigg County	Trigg County Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
561010	Trimble County	Bedford Elementary School	00-05	Yes	Elementary	Focus								Yes		Yes		
561020	Trimble County	Milton Elementary School	00-05	Yes	Elementary	Focus			Yes							Yes		
561030	Trimble County	Trimble County High School	09-12	No	High Sch	Priority School				Yes						Yes		
561015	Trimble County	Trimble County Middle School	06-08	Yes	Middle Sch	Focus								Yes		Yes		
565020	Union County	Morganfield Elementary School	00-05	Yes	Elementary	Reward										Yes		
565050	Union County	Sturgis Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
565065	Union County	Union County High School	09-12	No	High Sch	Needs Improvement										Yes		
565055	Union County	Union County Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
565070	Union County	Uniontown Elementary School	00-05	Yes	Elementary	Reward			Yes							Yes		
567010	Walton-Verona Independent	Walton-Verona Elementary School	00-04	Yes	Elementary	Focus								Yes		Yes		
567020	Walton-Verona Independent	Walton-Verona High School	09-12	No	High Sch	Reward			Yes							Yes		
571010	Warren County	Walton-Verona Middle School	05-08	Yes	Middle Sch	Focus								Yes		Yes		
571015	Warren County	Alvaton Elementary	00-06	Yes	Elementary	Focus								Yes		Yes		
571040	Warren County	Briarwood Elementary School	00-06	Yes	Elementary	Focus				Yes						Yes		
571070	Warren County	Bristow Elementary	00-06	Yes	Elementary	Focus								Yes		Yes		
571080	Warren County	Cumberland Trace Elementary	00-06	Yes	Elementary	Proficient										Yes		
571110	Warren County	Lost River Elementary	00-06	Yes	Elementary	Focus								Yes		Yes		
571130	Warren County	North Warren Elementary	00-06	Yes	Elementary	Focus										Yes		
571140	Warren County	Oakland Elementary	00-06	Yes	Elementary	Needs Improvement										Yes		
571180	Warren County	Plano Elementary	00-06	Yes	Elementary	Needs Improvement										Yes		
571140	Warren County	Rich Pond Elementary	00-06	Yes	Elementary	Focus								Yes		Yes		
571170	Warren County	Richardsville Elementary	00-06	No	Elementary	Focus								Yes		Yes		
571210	Warren County	Rockfield Elementary	00-06	Yes	Elementary	Needs Improvement										Yes		
571210	Warren County	Warren Central High School	00-06	Yes	Elementary	Needs Improvement										Yes		
571220	Warren County	Warren East High School	09-12	No	High Sch	Focus								Yes		Yes		
571205	Warren County	Warren East Middle School	09-12	No	High Sch	Focus								Yes		Yes		
571200	Warren County	Warren Elementary	07-08	Yes	Middle Sch	Focus								Yes		Yes		
571100	Warren County	William H. Natcher Elementary	00-06	Yes	Elementary	Needs Improvement										Yes		
575031	Washington County	North Washington Elementary School	00-06	Yes	Elementary	Focus								Yes		Yes		
575031	Washington County	North Washington Elementary School	00-08	Yes	Elementary	Focus								Yes		Yes		
575080	Washington County	Washington County Elementary School	00-05	Yes	Middle Sch	Reward			Yes							Yes		
575074	Washington County	Washington County Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
575034	Washington County	Washington County High School	09-12	No	High Sch	Needs Improvement										Yes		
575034	Washington County	Washington County Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
581437	Wayne County	Bell Elementary School	02-04	Yes	Elementary	Reward			Yes							Yes		Yes

Table 2: Reward, Priority and Focus Schools
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
581440	Wayne County	Turner Intermediate School	05-06	Yes	Elementary	Needs Improvement											
581200	Wayne County	Wayne County High School	09-12	No	High Sch	Needs Improvement											
581051	Wayne County	Wayne County Middle School	07-08	Yes	Middle Sch	Proficient											
585020	Webster County	Clay Elementary School	00-08	Yes	Elementary	Reward	Yes									Yes	
585020	Webster County	Clay Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
585030	Webster County	Dixon Elementary School	00-08	Yes	Elementary	Reward	Yes									Yes	
585030	Webster County	Dixon Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
585060	Webster County	Providence Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
585090	Webster County	Providence Elementary School	00-08	Yes	Elementary	Reward	Yes									Yes	
585080	Webster County	Sabree Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
585110	Webster County	Sabree Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
585110	Webster County	Slaughters Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
585130	Webster County	Slaughters Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
586010	West Point Independent	Webster County High School	09-12	No	High Sch	Proficient										Yes	
586010	West Point Independent	West Point Elementary School	00-08	Yes	Elementary	Focus			Yes							Yes	
591060	Whitley County	West Point Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
591280	Whitley County	Boston Elementary School	00-06	Yes	Elementary	Reward	Yes									Yes	
591320	Whitley County	Oak Grove Elementary School	00-06	Yes	Elementary	Reward										Yes	
591062	Whitley County	Pleasant View Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
591062	Whitley County	Whitley Central Intermediate School	03-06	Yes	Elementary	Proficient										Yes	
591430	Whitley County	Whitley County East Elementary School	00-06	Yes	Elementary	Reward	Yes									Yes	
591435	Whitley County	Whitley County High School	09-12	Yes	High Sch	Proficient										Yes	
591350	Whitley County	Whitley County Middle School	07-08	Yes	Middle Sch	Proficient										Yes	
592012	Williamsburg Independent	Williamsburg North Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
592012	Williamsburg Independent	Williamsburg City School	00-12	Yes	Elementary	Needs Improvement										Yes	
592012	Williamsburg Independent	Williamsburg City School	00-12	Yes	Middle Sch	Reward	Yes									Yes	
593010	Williamstown Independent	Williamstown Elementary	00-05	Yes	High Sch	Proficient										Yes	
593020	Williamstown Independent	Williamstown Elementary	00-05	Yes	Elementary	Needs Improvement										Yes	
593020	Williamstown Independent	Williamstown Jr. Sr. High	06-12	No	Middle Sch	Focus			Yes							Yes	
595310	Wolfe County	Williamstown Jr. Sr. High	06-12	No	High Sch	Reward			Yes							Yes	
595205	Wolfe County	Campton Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
595220	Wolfe County	Red River Valley Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
595320	Wolfe County	Rogers Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
595315	Wolfe County	Wolfe County High School	09-12	Yes	High Sch	Reward	Yes									Yes	
601090	Woodford County	Wolfe County Middle School	07-08	Yes	Middle Sch	Needs Improvement										Yes	
601120	Woodford County	Hunttown Elementary School	00-05	Yes	Elementary	Reward	Yes									Yes	
601075	Woodford County	Northside Elementary School	00-05	Yes	Elementary	Reward	Yes									Yes	
601050	Woodford County	Simmons Elementary School	00-05	Yes	Elementary	Focus										Yes	
601084	Woodford County	Southside Elementary School	00-05	No	Elementary	Needs Improvement										Yes	
601085	Woodford County	Woodford County High School	09-12	No	High Sch	Reward	Yes									Yes	
601085	Woodford County	Woodford County Middle School	06-08	No	Middle Sch	Focus										Yes	

Dr. H.M. Snodgrass
Chief Executive Officer
Dee Jones
Director of District Support
Services
Sharon Edwards
Administrative
Assistant



Rich Crowe
President
Scott Hawkins
Vice-President
Patricia Putty
Treasurer
Chuck Hamilton
At-large Member

**Member Districts
And Superintendents**

Anderson County
Sheila Mitchell, Supt.

Bardstown Independent
Brent Holsclaw, Supt.

Bourbon County
Lana Fryman, Supt.

Boyle County
Mike Lafavers, Supt.

Danville Independent
Carmen Coleman, Supt.

Frankfort Independent
Richard Crowe, Supt.

Harrison County
Andy Dotson, Supt.

Jessamine County
Lu Young, Supt.

Ky. School for the Deaf
Rodney Buis, Principal

Marion County
Chuck Hamilton, Supt.

Mercer County
Dennis Davis, Supt.

Montgomery County
Daniel Freeman, Supt.

Nelson County
Anthony Orr, Supt.

Nicholas County
Greg Reid, Supt.

Paris Independent
Gary Wiseman, Supt.

Scott County
Patricia Putty, Supt.

Washington County
Robin Cochran, Supt.

Woodford County
Scott Hawkins, Supt.

June 28, 2011

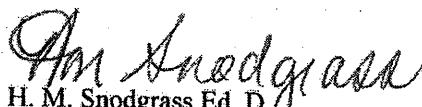
Dr. Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero Street
Frankfort, Kentucky 40601

Dear Dr. Holliday:

On behalf of the eighteen member districts of the Central Kentucky Educational Cooperative, we are confirming our full support for the use of one system for both state and federal level school and district accountability.

Therefore, the Central Kentucky Educational Cooperative also supports the request made to the U.S. Secretary of Education for a waiver that would allow Kentucky to use one accountability model to meet the federal reporting requirements of NCLB.

Sincerely,


H. M. Snodgrass Ed. D
Chief Executive Officer
Central Kentucky Educational Cooperative



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906



SouthEast/SouthCentral Educational Cooperative
P-12 School Partnerships
Mark Cleveland, Director
Sarah Evans, A & H Collaborative, Coordinator
mark.cleveland@eku.edu; sarah.evans@eku.edu

College of Education
213 Bert Combs Classroom Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-2581 Fax: (859) 622-6374
www.coe.eku.edu/Field_Services

June 28, 2011

Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero Street
Frankfort, KY 40601

Dear Dr. Holliday:

Please accept this letter of support for Kentucky's request to be waived from the federal statutory and regulatory requirements of No Child Left Behind (NCLB) legislation. The Southeast/South-Central Educational Cooperative (SESC), representing twenty-five regional school districts, is in unanimous support of adhering to the principles found in Kentucky's Unbridled Learning accountability model that focus on college and career readiness; assisting low-performing schools; data collection and disaggregation; and allowing school districts to review and establish meaningful annual accountability decisions.

The SESC believes that while the intentions were admirable, the tenets of NCLB make it almost impossible to be successful under the conditions set forth by NCLB. We believe that the new Kentucky model, while larger in scope, is much fairer and more attainable for all districts no matter the size or limitations. Likewise, if granted the waiver, there would be much less confusion among district and school personnel who are charged with interpreting and explaining results to parents, students, and constituents than with the current two-model system that we currently have in place.

The SESC believes the Unbridled Learning accountability model supports the findings of the Council of Chief State School Officers (CCSSO), is a far superior model than NCLB, and will provide more realistic and truer assessments of a district's success or failure.

The SESC wholeheartedly supports the attempt to seek flexibility for Kentucky by pursuing the waiver requested by you and the Governor.

Respectfully,

A handwritten signature in black ink, appearing to read "Mark W. Cleveland".
Mark W. Cleveland, Director

Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Education Institution

Nannette Johnson
Board Chairman

Randall Jackson
Vice-Chairman

Joe Tinius, Chair
Past Chairman

George Wilson
Executive Director

Adair County
Allen County
Barren County
Bowling Green Ind.
Breckinridge County
Butler County
Campbellsville Ind.
Caverna Ind.
Clinton County
Cloverport Ind.
Cumberland County
Daviss County
Edmonson County
Elizabethtown Ind.
Glasgow Ind.
Grayson County
Green County
Hancock County
Hardin County
Hart County
LaRue County
Logan County
Meade County
Hart County
LaRue County
Logan County
Meade County
Metcalf County
Monroe County
Ohio County
Owensboro Ind.
Russell County
Russellville Ind.
Simpson County
Taylor County
Todd County
Warren County
West Point Ind.
Western KY University

June 30, 2011

Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero St.
Frankfort KY 40601

Re: Letter of Support for NCLB Waiver Request

Dear Dr. Holliday:

For more than 40 years, the Green River Regional Educational Cooperative has been at the forefront of educational support and leadership for districts in south central Kentucky. Today, we both lead and serve 35 districts and their 125,000 students, teachers and administrators, working in collaboration to **ensure success for every child**.


After conferring with the entire membership of the GRREC Board of Directors – including 35 Superintendents of Education and the Dean of the College of Education of our longtime partner, Western Kentucky University – we submit this letter in support of the June 20 request from Kentucky Governor Steve Beshear, wherein the Governor outlined a waiver request to enable the use of a new assessment and accountability model in Kentucky.


As you know, GRREC has been at the table throughout this process, supporting our teachers and leaders as well as other state-level stakeholders through the roll out of the new Common Core Standards in Language Arts/English and Mathematics. The landmark legislation driving these improvement measures (Senate Bill 1 [2009]) also will provide teachers, students and parents with an understandable growth-based assessment model that will inform student learning.

The **Unbridled Learning Accountability Model** will be implemented in 2011-12, but our teachers and leaders have been working for nearly two years with state and regional consultants to design, redesign and implement new classroom tasks aligned to the new standards. With the new school year just weeks away, **we strongly support the flexibility a waiver of NCLB** statutory and regulatory requirements and commend your efforts.

As students begin the new school year, teachers stand **ready to implement** a forward-focused set of content standards. Implementing the aligned accountability model provided through Kentucky Senate Bill 1 **adheres to the NCLB mandates for closing achievement gaps** in a manner that supports students and their learning.

Sincerely,


Nannette Johnson, GRREC Chairman
Superintendent, Hardin County


George Wilson, Executive Director
Green River Regional Educational Cooperative

Kentucky Valley Educational Cooperative

One Community College Drive JMJC, Suite 107 Hazard, Kentucky 41701

Phone: 606-439-1119 Fax: 606-439-1322

www.kentuckyvalley.org

July 1, 2011

Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero St.
Frankfort KY 40601



Dear Dr. Holliday:

The Kentucky Valley Educational Cooperative Board of Directors, consisting of eighteen public school Superintendents, would like to offer its support for the Kentucky Department of Education's request for flexibility under the federal No Child Left Behind (NCLB) Act.

Our Board members are aware of the content of the letter sent by Gov. Steve Beshear to U.S. Secretary of Education Arne Duncan, outlining the state's request for a waiver to enable the use of its new model to fulfill NCLB's requirements for assessment and accountability and fully support that request.

Kentucky's public school Unbridled Learning accountability model adheres to the principles outlined by the Council of Chief State School Officers' (CCSSO's) Next-Generation State Accountability Systems Taskforce for designing school accountability systems. Those principles undergirding that accountability system include a focus on college and career readiness; meaningful annual accountability decisions; disaggregation of data; deep diagnostic reviews; targeting low-performing schools for significant assistance. We are confident that Kentucky's model is strong and reliable for its stated purpose and would prefer to dispense with the use of two parallel, sometimes conflicting systems – as we have done since the implementation of NCLB.

The KVEC Board supports the use of one system for both state and federal-level school and district accountability. The KVEC Board and member districts remain focused on preparing our students for college and careers while still adhering to the NCLB mandates of closing achievement gaps and bringing all students to proficiency.

Thank you for your continued commitment to our state and our students. If we can provide additional information on our position please contact us at your convenience.

Sincerely,

Jeff Hawkins, Executive Director
Writing for the KVEC Board

KVEC Member Districts

Breathitt County Floyd County Harlan County Hazard Independent Jackson Independent Jenkins Independent
Knott County Lee County Leslie County Letcher County Mason County Magoffin County
Owsley County Paintsville Independent Perry County Pikeville Independent Pike County Wolfe County



P.O. Box 1249
100 Alpine Drive
Shelbyville, KY 40066
502-647-3533
FAX 502-647-3581
<http://www.ovec.org>

Leon Mooneyhan, Ph.D.
Chief Executive Officer

Dorothy Perkins, Chairman
Board of Directors

Anchorage • Bullitt • Carroll • Eminence • Franklin • Gallatin • Grant • Henry • Oldham • Owen • Shelby • Spencer • Trimble • West Point

June 28, 2011

Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero St.
Frankfort KY 40601

Dear Commissioner,

The Ohio Valley Educational Cooperative supports Kentucky's effort to request flexibility from the US Department of Education regarding the No Child Left Behind (NCLB) Act.

Since the passage of Senate Bill 1 in 2009, the Kentucky Department of Education and the Kentucky Board of Education have worked to design and implement an accountability system that fits the unique landscape of education in Kentucky.

Kentucky's proposed accountability model represents a fair and balanced approach to assessment. In many ways, the proposed accountability system is more rigorous than the model utilized in NCLB. Rather than targeting proficiency, the Kentucky system holds districts and schools accountable for college and career readiness, the outcome toward which all education strives.

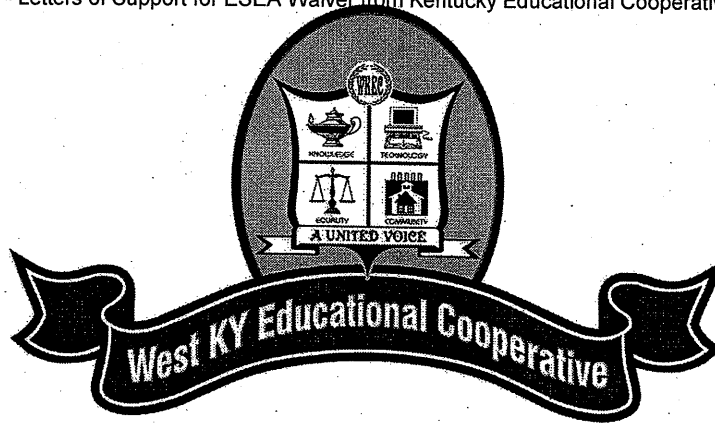
The proposed model for Kentucky's accountability system incorporates student growth as a measure of schools' progress. This measure ensures that schools strive to improve the academic progress of all students, whether they are behind or ahead of the pace for proficiency.

The Ohio Valley Educational Cooperative and its thirteen member school districts have endeavored to implement the reforms of Senate Bill 1. OVEC's recently revised and adopted strategic plan focuses on Senate Bill 1 implementation, and OVEC incorporated the concept and language of career readiness into its updated mission statement.

Kentucky's proposed accountability system positions Kentucky to lead the nation in next-generation accountability. In light of the system's rigor and appropriateness, I commend the state's request for waiver of NCLB accountability and consequences in the 2011-2012 school year.

Sincerely,

Leon Mooneyhan, PhD
Chief Executive Officer



**420 Wells Hall
Murray State University
Murray, KY 42071**

July 8, 2011

Dr. Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero St.
Frankfort KY 40601

Dear Dr. Holliday:

I, and the twenty-six superintendent members of the West Kentucky Educational Cooperative, strongly support the efforts of Kentucky Governor Steve Beshear in requesting a waiver from the U S Office of Education to enable the use of Kentucky's new model for student assessment to fulfill NCLB's requirements for assessment and accountability.

As mandated by Kentucky's Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, the Kentucky Board of Education has approved a new accountability model for the state's public school system that is required to be implemented in the 2011-12 school year. We believe that Kentucky's public school Unbridled Learning accountability model adheres to the principles outlined by the Council of Chief State School Officers' (CCSSO's) Next-Generation State Accountability Systems Taskforce for designing school accountability systems.

Because Kentucky's model was developed through a lengthy process that involved significant public, stakeholder, expert and official input and feedback, we believe the model is strong and reliable for its stated purpose. Our superintendent members, and I, would prefer to dispense with the use of two parallel, sometimes conflicting systems.

Sincerely,

John C. Settle, Ed D.
Executive Director
West Kentucky Educational Cooperative



EDUCATION PROFESSIONAL STANDARDS BOARD

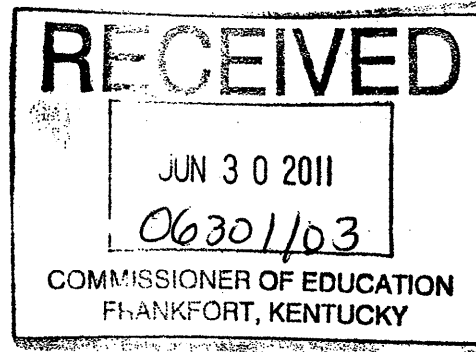
Steven L. Beshear
Governor

100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601
Phone: 502-564-4606 Fax: 502-564-7080
www.kyepsb.ky.gov

Phillip S. Rogers, Ed.D.
Executive Director

June 29, 2011

Dr. Terry Holliday
Kentucky Department of Education
500 Mero Street
Frankfort, KY 406701

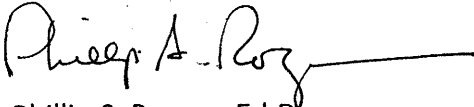


Dear Dr. Holliday,

Please accept this letter as documentation of my support of the recent request submitted to Education Secretary Arne Duncan in which Governor Beshear and you request flexibility in the accountability measures required under the federal No Child Left Behind (NCLB) Act. Kentucky, under your leadership, has made significant progress in the development of our accountability model. I am aware of the extensive vetting the model has received across the state from a variety of stakeholders—it is now time to move forward with implementation.

I join you and the many educators in Kentucky who are eager to dispense with a dual system of accountability for our K-12 schools and look forward to implementing the Unbridled Learning accountability system.

Sincerely,


Phillip S. Rogers, Ed.D.



**Kentucky Council on
Postsecondary Education**

Steven L. Beshear
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
<http://www.cpe.ky.gov>

Robert L. King
President

June 29, 2011

Dr. Terry Holliday
Commissioner
Kentucky Dept. of Education
1st Floor, Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Dear Commissioner Holliday:

On behalf of the Council on Postsecondary (CPE), I am writing this letter in full support of Governor Beshear's request for flexibility under the federal No Child Left Behind (NCLB) Act, and a waiver to allow the use of the state's new accountability model to fulfill the federal requirements in this area.

Kentucky has taken a significant step forward to improve educational outcomes in this state with the passage of Senate Bill 1 (SB1) in 2009. This seminal piece of legislation requires a new accountability model aligned with the new Common Core Standards and Council of Chief State School Officers' (CCSSO's) Next-Generation State Accountability Systems Taskforce for designing school accountability systems.

CPE and Kentucky's postsecondary education providers have been full partners in the implementation of SB1, and I share the view of our Kentucky Board of Education and the Commissioner that it will slow Kentucky's progress to continue to manage two duplicative, and sometimes conflicting accountability systems.

Kentucky's future depends on a more highly qualified workforce and citizenry, and we are focused on increasing the number of college/career ready students graduating from our high schools and succeeding in postsecondary education. Greater flexibility in terms of our accountability system will help speed us more quickly toward this goal.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert L. King".

Robert L. King
President

Jefferson County Teachers Association

Watterson City West Building, Suite 300
1941 Bishop Lane, Louisville, KY 40218
(502) 454-3400
www.jcta.org

July 26, 2011

Dr. Terry Holliday
KY Dept. of Education
Commissioner
118 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Dear Commissioner Holliday:

After thoughtful deliberation the Jefferson County Teachers Association Board of Directors has taken a position of organizational support for the Elementary and Secondary Education Act (ESEA) waiver request that Kentucky is currently seeking from the United States Department of Education. It is our understanding that this waiver would allow Kentucky to utilize its new "Unbridled Learning" accountability model to fulfill the requirements of the ESEA law. While JCTA supports the waiver request, we also understand that there may be substantive requirements from the US Department of Education in order to receive the waiver. Upon receipt of those specific requirements, we would need to review them with our Board of Directors in order to determine our continued support of the waiver request.

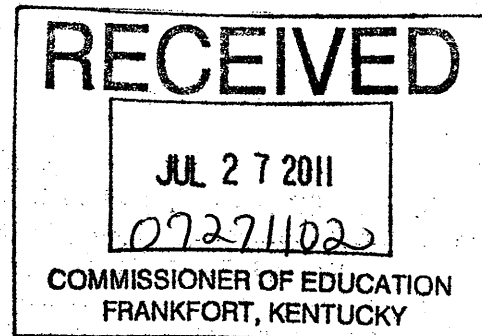
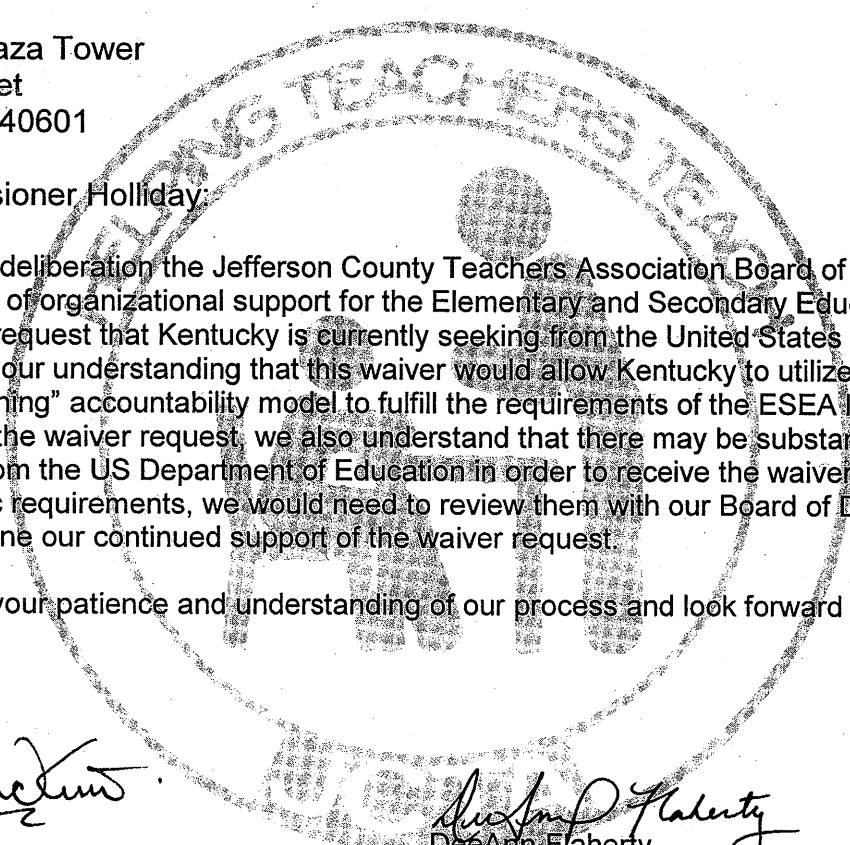
We appreciate your patience and understanding of our process and look forward to working with you.

Sincerely,

Brent McKim
President

DeeAnn Flaherty
Executive Director

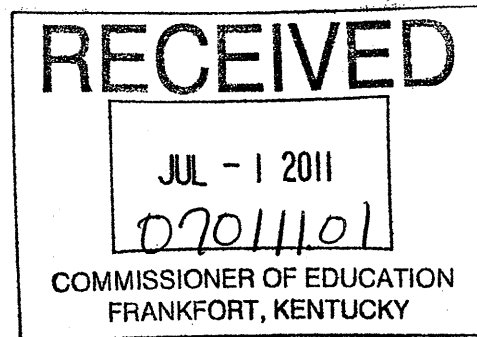
BMc/DF/kd



Affiliated With



Kentucky Association Professional Educators



June 30, 2011

Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero Street
Frankfort KY 40501

Dear Mr. Holliday:

Governor Beshear's and your request to the U. S. Secretary of Education for a waiver to enable Kentucky's public school system to use its new approved accountability model to fulfill the NCLB requirements for assessment and accountability, has the support of the membership of Kentucky Association of Professional Educators (KAPE). KAPE agrees with the general concept to support the use of one system for both state and federal level schools and district accountability.

Sincerely,

Ruth Green
Director

K A S A



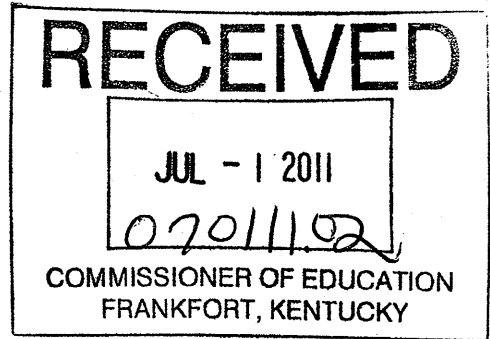
**Kentucky
Association
of School
Administrators**

152 Consumer Lane
Frankfort, KY 40601
In Frankfort:
(502) 875-3411
Toll Free:
(800) 928-KASA
Fax Line:
(502) 875-4634

www.kasa.org

June 30, 2011

Dr. Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero Street
Frankfort KY 40601



Dear Commissioner Holliday:

I am writing to express the support of the Kentucky Association of School Administrators (KASA) for our state's request for a waiver to use our existing model of assessment and accountability for purposes of complying with the federal No Child Left Behind Act (NCLB).

As mandated by Kentucky's Senate Bill 1, passed in the 2009 session of our General Assembly, the Kentucky Board of Education has approved a new accountability model for the state's public school system that is required to be implemented in the 2011-12 school year. This "Unbridled Learning" accountability model adheres to the principles outlined by the Council of Chief State School Officers' Next-Generation State Accountability Systems Task Force for designing school accountability systems. Those principles include a focus on college and career readiness; meaningful annual accountability decisions; disaggregation of data; deep diagnostic reviews; targeting low-performing schools for significant assistance; and more.

Because Kentucky's model was developed through a lengthy process that involved significant public, stakeholder, expert and official input and feedback, we believe the model is strong and reliable for its stated purpose.

Please feel free to contact me if you have any questions.

Sincerely,

V. Wayne Young
Executive Director



Ronda Harmon
Executive Director, KASC

July 5, 2011

Terry Holliday, Commissioner
Kentucky Department of Education
First Floor, 500 Mero St.
Frankfort, KY 40601

Dear Commissioner Holliday,

The Kentucky Association of School Councils is pleased to support the request by the Commonwealth of Kentucky to use the state's new school accountability system to meet assessment and accountability requirements of the No Child Left Behind Act.

Our association is committed to an education system that seeks to raise achievement for all students and all demographic groups to the highest possible level. We have been involved in the development of Kentucky's accountability system and feel that it provides meaningful measures and systems for moving schools toward the goals sought through both state and national policy.

We also believe that granting such flexibility will help our schools to sharpen their focus on meeting accountability goals that will result in the highest possible student learning that also closes achievement gaps. We are glad to offer our support and look forward to favorable consideration of Kentucky's request.

Sincerely,

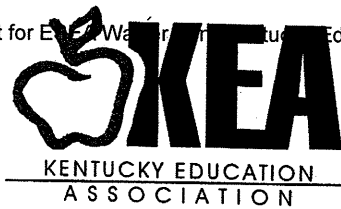
Ronda Harmon
Executive Director

rharmon@kasc.net • 859/238-2188 (phone) • 859/238-0806 (fax)
Post Office Box 784, Danville, KY 40423

Dr Holliday:

KASS is aware of the Kentucky Board of Education's approval of a new accountability model for the state's public school system that is required to be implemented in the 2011-12 school year. As a result, Kentucky has applied for waivers of various statutory and regulatory requirements of NCLB. Kentucky's public school Unbridled Learning accountability model adheres to the principles outlined by the Council of Chief State School Officers' (CCSSO's) Next-Generation State Accountability Systems Taskforce for designing school accountability systems. Those principles include a focus on college and career readiness; meaningful annual accountability decisions; disaggregation of data; deep diagnostic reviews; targeting low-performing schools for significant assistance; and more. Because Kentucky's model was developed through a lengthy process that involved significant public, stakeholder, expert and official input and feedback, we believe the model is strong and reliable for its stated purpose and for that reason, KASS fully supports the application for waivers, believing that the new assessment system better serves than the use of two parallel, sometimes conflicting systems – as we have done since the implementation of NCLB.

Wilson Sears
Executive Director
Kentucky Association School Superintendents
[REDACTED]@gmail.com
[REDACTED]



November 2, 2011

The Kentucky Education Association supports the request for a waiver from provisions of the Elementary and Secondary Education Act submitted by the Kentucky Department of Education to the U.S. Department of Education.

In particular, KEA supports several elements of the waiver request that reflect the work in Kentucky to create a balanced assessment and accountability system:

- Counting all students in certain demographic groups only once each will result in better identification of schools needing support, rather than categorizing almost all schools as not making the grade.
- An accountability system that takes into account many more measures of school performance gives a much more accurate picture of school performance.
- Identifying schools in need of support prior to their being categorized as "persistently low-achieving" gives us all a chance to help those schools improve sooner.

KEA and its leaders are deeply involved in the work of the Teacher Effectiveness Steering Committee. That group is currently helping create the state's new teacher professional growth and evaluation system. While much work remains to be done to finalize all the components of that system, we are confident that working collaboratively with other stakeholders and the department of education, we will create a system whose emphasis is on providing an accurate, differentiated picture of individual teacher performance. It will also provide information to assist teachers in improving their practice and school administrators in helping teachers grow.

The Kentucky Education Association is Kentucky's affiliate of the National Education Association. KEA represents more than 41,000 educators, including pre-service teachers, active teachers, active classified employees, and retired educators.

Handwritten signature of Sharron K. Oxendine in black ink.

Sharron K. Oxendine
KEA President

Handwritten signature of Mary Ann Blankenship in black ink.

Mary Ann Blankenship
KEA Executive Director

401 Capital Avenue
Frankfort, KY 40601
1 502/875-2889 or 1 800/231-4532
Fax: 1 502/227-9002
Internet: www.kea.org



260 Democrat Drive
Frankfort, KY 40601
1-800-372-2962 • FAX (502) 695-5451
KSBA Website: www.ksba.org

BOARD OF DIRECTORS

President
Tom Blankenship
Lincoln County
President-elect
Durward Narramore
Jenkins Independent
Immediate Past President
Delmar D. Mahan
Whitley County

Directors-at-large

Jeff Eaton
Allen County
Ronnie Holmes
Graves County
Allen Kennedy
Hancock County
Linda Duncan
Jefferson County
Eugene Peel
Jessamine County
William Owens
Lee County
Ann Porter
Mason County
Fern Reed
Montgomery County
Eddie Cornett
Paintsville Independent
Dr. Tina Hasty
Rockcastle County
Phyllis Young
Scott County
David Webster
Simpson County

Regional Chairpersons

Dr. Mike Turner
Casey County
Lisa Hawley
Cloverport Independent
Jeff Stumbo
Floyd County
Becky Burgett
Gallatin County
Dennis Smith
Hazard Independent
Mike Allen
Hickman County
Phyllis Lawson
Menifee County
Jane Haase
Owensboro Independent
Jeanette "Sissy" Cawood
Pineville Independent
Scott Burrows
Trimble County
Michael Wilson
Warren County
Ambrose Wilson
Woodford County

EXECUTIVE DIRECTOR
Bill Scott
ASSOCIATE EXECUTIVE DIRECTOR
David A. Baird
BOARD TEAM DEVELOPMENT
Kerri Schelling
CHIEF FINANCIAL OFFICER
Stephen B. Smith
GOVERNMENTAL RELATIONS
Shannon Pratt Stiglitz
INSURANCE/RISK MANAGEMENT
Myron Thompson
LEGAL & ADMINISTRATIVE
TRAINING SERVICES
Teresa Combs
MEMBER SUPPORT SERVICES
Brad Hughes
PUBLIC RELATIONS SERVICES
Dara Bass

July 5, 2011

Dr. Terry Holliday
Commissioner of Education
Kentucky Department of Education
500 Mero Street
Frankfort, KY 40601

Dear Commissioner Holliday,

The board of directors of the Kentucky School Boards Association (KSBA) unanimously supports Kentucky's intent to file a waiver-and-replacement request with U.S. Education Secretary Arne Duncan related to the federal No Child Left behind (NCLB) Act's school improvement goals for 2011-12.

KSBA believes that students, schools and districts are better served by being measured through one accountability system. Since the enactment of NCLB, Kentucky has used dueling school improvement measurements (state assessment tests and federal Adequate Yearly Progress marks). Students and parents receive mixed messages, making it difficult to understand if their schools and/or districts are performing at high levels.

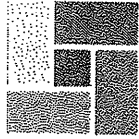
In 2009, the Commonwealth of Kentucky embarked on an ambitious path of creating a new accountability model. Senate Bill 1, adopted with broad bipartisan support by the Kentucky General Assembly, will measure college and career readiness and student growth, and will provide clear disaggregation of data without duplicative counts while giving schools and districts gap analysis information. Together, these elements are a better measure of success than the current NCLB process.

KSBA supports the state's role in establishing a system that holds students, schools and districts accountable. While KSBA hopes that the U.S. Congress will act quickly to overhaul NCLB, we realize that action may be too late for Kentucky. Our teachers and students will begin using the first instructional elements of the new state accountability system in a matter of weeks.

It is for these reasons that KSBA supports your request for a waiver-and-replacement of the NCLB school improvement goals for 2011-12.

Sincerely yours,

William G. Scott
Executive Director



PRICHARD COMMITTEE

FOR ACADEMIC EXCELLENCE

MEMBERS

OFFICERS

Hilma S. Prather, *Chair*
Vearat, *Vice-Chair*
Harvie Wilkinson, *Secretary/Treasurer*

COMMITTEE

Madeline Abramson, Louisville
Norma B. Adams, Somerset
Shawn T. Allen, Sr., Shelbyville
Daniel L. Ash, Louisville
Thomas E. Banta, Covington
Brady Barlow, Lexington
Matthew Bazzani, Louisville
Cynthia D. Baumert, Louisville
William E. Beasley, Henderson
Jackie Betts, Lexington
Robert Biagi, Shelbyville
David Bolt, Morehead
Matthew W. Breetz, Louisville
Gary Bricking, Ft. Mitchell
Patricia Brundage, Covington
Ellen Call, Louisville
Helen Carroll, Erlanger
Alva Mitchell Clark, Lexington
Martha Layne Collins, Georgetown
Nancy M. Collins, Hazard
Sam Corbett, Louisville
Alfonso N. Cornish, Louisville
Brad Cowgill, Lexington
William Cox, Jr., Madisonville
Darrell E. Crawford, Auburn
Ben Cundiff, Cadiz
Sim Davenport, Owensboro
Scott P. Davis, Henderson
Jean M. Dorton, Paintsville
Karen Dougherty, M.D., Hopkinsville
Laura M. Douglas, Louisville
W. Clay H. Ford, Owensboro
Bonnie Lash Freeman, Louisville
Bill Garner, Lexington
Jill L. Giordano, Princeton
Rebecca S. Goss, Nicholasville
Jane Graham, Lexington
Stephen Grossman, Lexington
Kevin Hable, Louisville
Jean R. Hale, Pikeville
Donna S. Hall, Lexington
Michael Hammons, Covington
Billy Harper, Paducah
Marianne Schmidt Hurr, Fort Wright
Sylvia Watson Jaegers, Louisville
Nancy Jarett, Louisville
Franklin K. Jelsma, Louisville
Doug Jones, Morehead
Cheryl Karp, Louisville
Judy Kasey, Louisville
Joseph W. Kelly, Salvisa
Dan-Lacy, Covington
Carol Lamm, Berea
Mary Jane Littleton, Murray
Fannie Louise Maddux, Pembroke
Roger L. Marcus, Bardstow
Elissa May-Plattner, Camp Springs
William McCann, Lexington
Lewis N. Melton, P.E., Middlesboro
Quita P. Michel, Midway
Herbert A. Miller, Jr., Lexington
Pam Miller, Lexington
Helen W. Mountjoy, Utica
Wade Mountz, Louisville
P. Daugherty Murphy, Louisville
Patrick W. O'Leary, Louisville
Charlie Owen, Louisville
Kent Oyster, Louisville
Paul E. Patton, Pikeville
Dennis Pearce, Lexington
Laura A. Pitman, Murray
Dr. Hiram C. Polk, Jr., Louisville
Margaret C. Pope, Paducah
Cindy Price, Somerset
Louis Prichard, Paris
Kathy Reed, Bardstow
Josephine D. Richardson, Whitesburg
Jill E. Robinson, Frankfort
Jean Rosenberg, Prestonsburg
Linda Rumpke, Lexington
Keith Sanders, Owensboro
Joshua Santana, Lexington
Julie H. Schmidt, Louisville
Ben Self, Lexington
Pamela Papka Sexton, Lexington
Jau L. Sights, Henderson
Albert P. Smith, Jr., Lexington
Alice Sparks, Crescent Springs
Susan Rose Spudock, Pham, D., Prestonsburg
David Tachau, Louisville
J. Maynard Thomas, Catlettsburg
Lynda M. Thomas, Lexington
Lois Weinberg, Hindman
Mary Gwen Wheeler, Louisville
William H. Wilson, Lexington

HONORARY MEMBER
Dorothy Ridings, Louisville

Cynthia J. Heine, Interim Executive Dir.

July 1, 2011

Terry Holliday, Commissioner
Kentucky Department of Education
1st Floor, 500 Mero Street
Frankfort, KY 40601

Dear Commissioner Holliday:

The Prichard Committee for Academic Excellence strongly supports Kentucky's pursuit of a waiver from the U.S. Department of Education to allow the use of the state's assessment and accountability model to fulfill the requirements of the federal No Child Left Behind Act.

Kentucky's elected officials set the state on the path to more rigorous standards and an accompanying assessment and accountability system with the 2009 passage of legislation mandating both. Since then, Kentucky has become the first state in the nation to adopt the new Common Core standards for mathematics and language arts and has created a new assessment and accountability model that will measure student progress on those and other subjects.

The Prichard Committee endorses your and Governor Steve Beshear's efforts to secure flexibility under the federal law. In our view, working under a strong single accountability system with the high standards reflected in Kentucky's model will enhance the state's effectiveness in implementing the Common Core standards. It also is important to note that Kentucky's system will hold schools accountable for student performance on a broader curriculum, not just reading and math, while the development of new standards for science and social studies is under way.

As you have noted, Kentucky's new system adheres to the principles outlined by the Council of Chief State School Officers' Next-Generation State Accountability Systems Task Force for designing school accountability systems. Those principles also reflect what, in our view, is needed to ensure student success, including: a focus on college and career readiness, meaningful annual accountability decisions, disaggregated data, deep diagnostic reviews and targeted assistance for low-performing schools.

We commend and appreciate your leadership in this matter and your tireless efforts to ensure a high-quality education for every Kentucky student.

Thank you.

Sincerely,

Cynthia J. Heine
Interim Executive Director

cc: Prichard Committee Board
Stu Silberman

**Goals and Guiding Principles for Accountability
in
Kentucky's Public Education System**

**As Amended and Approved at the Kentucky Board of Education
December 7, 2010 Study Session**

(Note: Informed by the national work of the Council of Chief State School Officers Accountability Task Force in the paper titled "Roadmap for Next-Generation State Accountability Systems)

Kentucky Board of Education Challenge - Development of an accountability model to drive behavioral change to yield steady growth toward realizing the vision of ALL children proficient and prepared for success.

Goals of Next-Generation Kentucky Accountability System: This document provides a roadmap to guide Kentucky in developing a next-generation, college- and career-ready accountability system designed to achieve the following policy goals:

- Articulate Kentucky's expectations for school and district performance to drive actions for improving student achievement across the Commonwealth's educational system with the ultimate goal of all students connecting to postsecondary opportunities and graduating ready for success in college and careers.
- Identify differences in performance of schools and districts in valid, accurate, and meaningful ways so that schools/districts in need of improvement can receive appropriate support and interventions to meet expectations and top-performing/high-growth schools/districts can be recognized as models of excellence.
- Empower and engage educators, policy/law makers, parents, and the public through regular communication and transparent reporting of clear data on performance and results so that they can take action appropriate to their roles.
- Foster a commitment to continuous improvement and innovation.

Guiding Principles of Next-Generation Kentucky Accountability System: Guiding principles help ensure that state accountability design decisions validly and reliably promote Kentucky's educational goals. Such principles include the following:

- The accountability system should emphasize high standards and drive the goal of college- and career-readiness for all students. State-, district- and school-level comparisons to national and international benchmarks should be noted whenever feasible.
- The accountability system should be *systemic* and aligned across all actors, from federal to state to local (including schools and districts, educators, and students) with the availability of actionable data throughout.

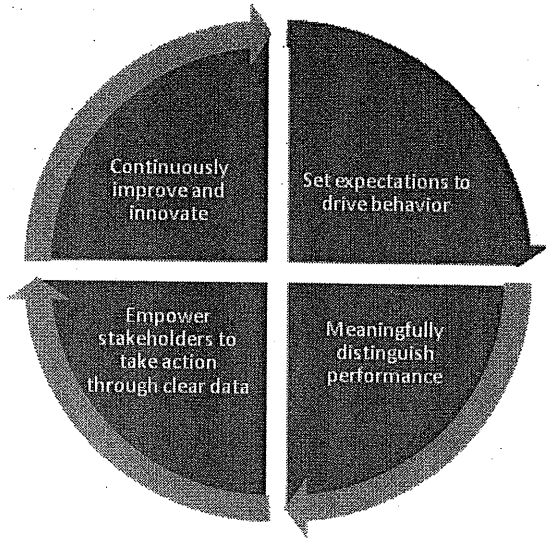
- The accountability system should include a deliberate focus on district-level accountability and capacity-building given the tight locus of control between local school boards, district leadership, and their schools.
- The accountability system should be meaningful for all districts, schools and students at every performance level as the system should encourage continuous improvement. While there should be particular focus in getting low-performing districts, schools, and students to increased levels of achievement, the system must also identify the high-performing districts and schools from which best practices can be gleaned – as well as encourage all schools and districts to become better.
- Validity of determinations and classifications should guide the design of the accountability system, while simultaneously being balanced against the need for clarity and transparency and the need for reliability and comparability across states.
- The state accountability system should be *one part* of the state's holistic education structure, built upon a research-based theory of action, aimed toward increasing student achievement. Robust data systems to inform policy and instruction, teacher and leader development, aligned curriculum and assessments, among others, should be equally important components of the Commonwealth's education system.
- Along with informing educational policy decisions, the next-generation accountability system should reinforce differentiated teaching and learning through, for example, improved assessment systems, effective data reporting, richer diagnostic evaluation, etc.
- The state accountability system should contribute to strong and positive school cultures that value and support high expectations for all students and teachers.
- The accountability system should be open to and driven by innovation.

Shared Accountability

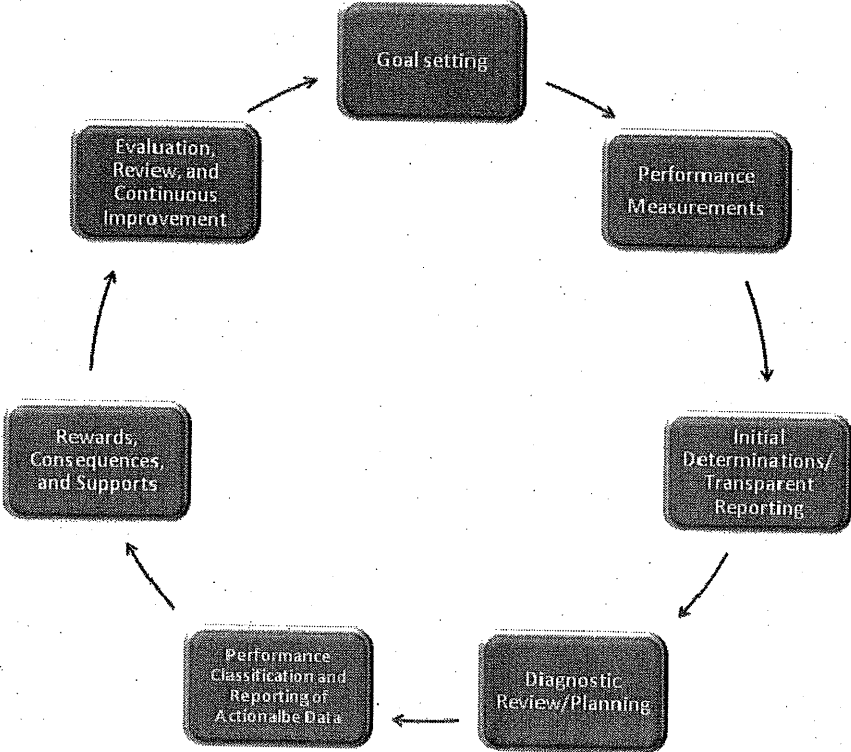
The state accountability system should acknowledge and encourage the responsibility of all actors for increased student performance outcomes – including the students themselves, parents, educators, and leaders at both the school and district levels. Accountability needs to be shared if it is to be effective; however, shared accountability cannot be perceived as an excuse for the core, independent responsibility of all schools and districts to ensure all students succeed. It is important to recognize these other forms of accountability to ensure that they align with the Commonwealth's overall accountability system. These other forms include:

- Student accountability – includes the complex decisions and consequences associated with designing a state assessment system and how that will be used to gauge individual student progress (e.g., graduation requirements, exit exams, grades) as well as the personal responsibility each student should assume in performing to the best of his/her ability.
- Parent accountability – parents are students' first teachers and therefore, have a primary role in ensuring that their children rise to their educational potential.
- Teacher and leader effectiveness – emerging systems of teacher/leader evaluation and compensation hinge on student performance. States are grappling with how to measure the complexity of a teacher's and leader's influence on students' learning.
- Superintendent and school board effectiveness – creating conditions for continuous improvement is an essential role of school boards and superintendents. The Kentucky Department of Education and Kentucky Board of Education should work with the state level school boards association and superintendents association to align evaluations to accountability goals.
- Working conditions – working conditions impact learning outcomes and must be an essential element of data systems that inform improvement efforts, regardless of whether working conditions data are included in the final determinations of school and district accountability ratings.
- Early learning accountability – programs geared towards ensuring that students enter kindergarten ready to learn should be held accountable for results
- Higher education accountability – more attention is now being paid nationwide on how higher education institutions support and facilitate student progress and degree attainment once they graduate high school ready for college.
- Teacher preparation programs – data systems must inform the improvement of this essential link in the education system.

The graphic below illustrates that the goals of next-generation state accountability systems are integrated and mutually-reinforcing. (From CCSSO "Roadmap for Next-Generation State Accountability Systems")



The graphic below illustrates a policy framework that can guide Kentucky in developing its next-generation accountability system to meet the goals and guiding principles cited on pages 1-3 of this paper. (From CCSSO "Roadmap for Next-Generation State Accountability Systems")





UNBRIDLED LEARNING ACCOUNTABILITY MODEL (WITH FOCUS ON THE NEXT-GENERATION LEARNERS COMPONENT)

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

BACKGROUND

Education Commissioner Terry Holliday and staff in the Kentucky Department of Education (KDE) discussed the broad concepts proposed for a future state accountability model with the Kentucky Board of Education (KBE) and various stakeholder groups (i.e., School Curriculum, Assessment and Accountability Council (SCAAC), superintendents in educational cooperative meetings, District Assessment Coordinators, Kentucky Association for Assessment Coordinators, Education Coalition, Math Achievement Committee, Kentucky Association of School Councils Conference, Prichard Committee for Academic Excellence and Parents Advisory Council). Specifically, the broad categories of Achievement, Gap, Growth, Readiness and Graduation Rate were introduced to solicit feedback from educators, stakeholders and the public.

On April 13, 2011, the Kentucky Board of Education approved the regulation (703 KAR 5:200) that defines Next-Generation Learners, the first component of Kentucky's new accountability system. Subsequently, in August 2011 the board approved two other regulations, 703 KAR 5:230 (specifics on Program Reviews) and 703 KAR 5:220 (specifics on an overall accountability score and recognition, support and consequences). 703 KAR 5:220 will come back to the board in December 2011 for further revision. A definition for career readiness was also approved.

A BALANCED APPROACH

Senate Bill 1 (2009 Kentucky General Assembly) requires Kentucky to begin a new assessment and accountability system in the 2011-12 school year. The assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts. Achievement in reading, mathematics, science, social studies, writing and Program Reviews in arts/humanities, practical living/career studies, writing, world language and kindergarten through 3rd grade program evaluation are the heart of the model. The list below details the indicators that are included in the future accountability model around each of these strategic priorities.

Unbridled Learning: College- and/or Career-Ready for All

Next-Generation Learners	Next-Generation Instructional Programs and Support	Next-Generation Professionals	=	Next-Generation Schools/Districts
Achievement (Proficiency) Gap Growth Readiness for College/Career Graduation Rate	Program Reviews	Percent Effective Teachers Percent Effective Leaders	=	Overall Accountability Score (using data from the preceding columns) Revised Report Card

Next-Generation Learners: Overview of the accountability model for next-generation learners

The next-generation learners accountability model is anchored in college and career readiness for all students. Like previous accountability models, it continues annual public reporting of disaggregated student outcome measures in math, reading and science to assess school performance. However, this more robust next-generation model also includes student achievement growth measures, emphasis on college and career readiness, high school graduation rates, student achievement in writing and social studies, and increased focus on the lowest-performing schools. Additionally, the new accountability model holds all schools and districts accountable for improving student performance and creates four performance classifications that determine consequences and guide interventions and supports. School and district classifications are based on the following measures:

Calculation for School/District Point Total

- **Achievement** (Content Areas are reading, mathematics, science, social studies and writing.)
- **Gap** (percentage of proficient and distinguished) for the Non-Duplicated Gap Group for all five content areas
- **Growth** in reading and mathematics (percentage of students at typical or higher levels of growth)
- **College Readiness** as measured by the percentage of students meeting benchmarks in three content areas on EXPLORE at middle school
- **College/Career-Readiness Rate** as measured by ACT benchmarks, college placement tests and career measures
- **Graduation Rate**

KBE asked that, within each classification, an indicator be added to show the direction in which the performance of the school/district is moving.

SCHOOL AND DISTRICT CLASSIFICATIONS

Distinguished	<p><u>Cut score (to be determined)</u> points or more in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Proficient	<p><u>Cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Needs Improvement	<p><u>Cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>

Performance Measures for Next-Generation Learners

(This model is based on student data from state-required assessments administered in grades 3-12.)

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary	Tests: reading, mathematics, science, social studies and writing	Tests: reading, mathematics, science, social studies and writing	Reading and Mathematics	N/A	N/A
Middle	Tests: reading, mathematics, science, social studies and writing	Tests: reading, mathematics, science, social studies and writing	Reading and Mathematics	EXPLORE (College Readiness)	N/A
High	End-of-Course Tests** and On-Demand Writing	End-of-Course Tests** and On-Demand Writing	PLAN to ACT Reading and Mathematics	College/Career-Readiness Rate	AFGR*/ Cohort Model

*AFGR is Averaged Freshman Graduation Rate.

** Four end-of-course exams are expected in 2012, the first year of the new system: English II, Algebra II, Biology and U.S. History. End-of-course test results may be used for a percentage of a student's final grade in the course, as outlined in local policy. If that percentage is less than 20 percent, school districts will submit reports to KDE providing justification.

Process

Individual student data collected from the assessments and rates listed in the chart above are used to generate a numeric value for each category of Next-Generation Learners — Achievement, Gap, Growth, College/Career Readiness and Graduation Rate. The value for each category is weighted to create a final overall score for Next-Generation Learners. The following table illustrates the weights.

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
Elementary	30	30	40	N/A	N/A	100
Middle	28	28	28	16	N/A	100
High	20	20	20	20	20	100

A standard setting process will establish the cut scores to classify a school or district as Distinguished, Proficient, Needs Improvement or Persistently Low-Achieving (PLA). Cut scores are the numeric values where schools or districts enter or exit the classifications. Note: The PLA designation identifies the lowest five percent as required by federal and state statute and regulation.

Achievement Calculation: For each content area, one point is awarded for each percent of students scoring proficient or distinguished. One-half point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.

KBE directed that a bonus for distinguished be added that does not mask or overcompensate for novice performance. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

Gap Calculation: Kentucky's goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group — an aggregate count of student groups that have historically had achievement gaps. Student groups combined include ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency that score at proficient or higher.

Non-duplicated Counts

To calculate the combined student Gap Group, **non-duplicated counts** of students who score proficient or higher and are in the student groups would be summed. This will yield a single gap number of proficient or higher students in the Student Gap Group, with no student counting more than one time, and all students in included groups being counted once. The following is an example of how non-duplicated counts work.

Student 1: Donatello— African American, Free/Reduced-Price Meals (SCORED PROFICIENT)

Student 2: Ricky—White, Free/Reduced Lunch, Special Education

Student 3: Enrique —Limited English Proficient, Free/Reduced-Price Meals

Student 4: Michelle – Free/Reduced Lunch (SCORED PROFICIENT)

Student 5: Marco – Limited English Proficient, Free/Reduced-Price Meals and Special Education

If the five students above were counted in each of the student groups to which they belong, there would be three proficient students and eight not-proficient students in the calculation. With the exception of Student 4: Michelle, this is a double or triple counting of each individual student. This counting method would yield 27 percent proficient. A non-duplicated count would show five total students with two (Donatello and Michelle) as proficient or higher and yield 40 percent proficient.

Non-duplicated Gap Group Performance Reported

The percent of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually. The "N" count (number of students reported) is based on total school population, not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups.

While all individual groups will be disaggregated and reported, the Gap category of the accountability model will include only the percent of students in the combined Non-Duplicated Gap Group scoring at proficient and distinguished levels. See the example below.

DEMOGRAPHIC GROUP	READING 2009 STUDENT COUNT	READING 2009 PERCENT (PROFICIENT + DISTINGUISHED)	READING 2010 STUDENT COUNT	READING 2010 PERCENT (PROFICIENT + DISTINGUISHED)
Non-Duplicated Gap Group*	279	36.20	279	35.13
*African-American	163	34.97	154	25.97
*Hispanic	20	50.00	15	46.67
*Native American	0	0	0	0
*With Disability	66	12.12	52	19.23
*Free/Reduced-Price Meals	237	36.71	263	35.36
*Limited English Proficiency	19	21.05	26	3.85
Other Groups Report				
All Students	303	38.28	304	38.16
Male	175	32.00	165	31.52
Female	128	46.88	139	46.04
White	107	41.12	111	50.45
Asian	4		16	50.00
*Groups included in Gap				

Individual Gap Groups will not be lost in the new model: The Kentucky Department of Education recognizes the issue of potential masking of individual gap group scores even though all gap groups will be reported. To address this issue, a section has been added to another regulation (703 KAR 5:220, Overall Accountability Measure, School and District Recognition and Support) that requires the Kentucky Department of Education to identify all individual gap groups that perform below the average of all students by the second and third standard deviation.

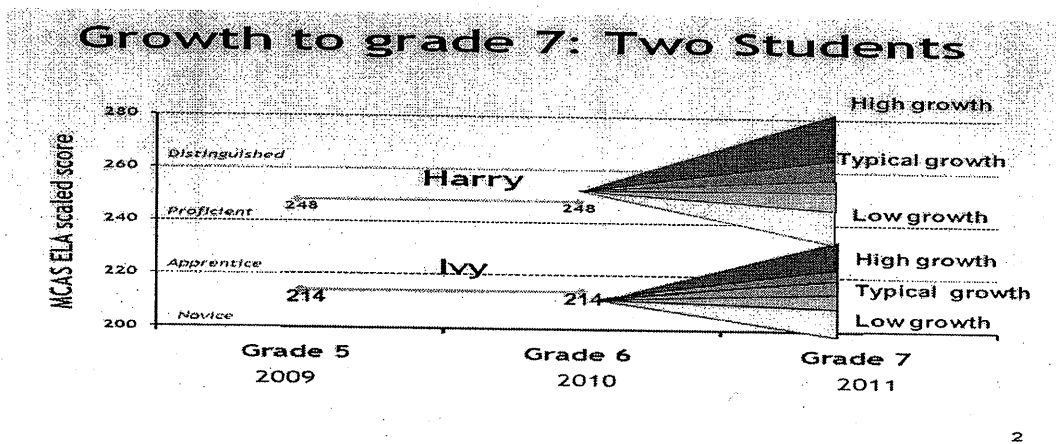
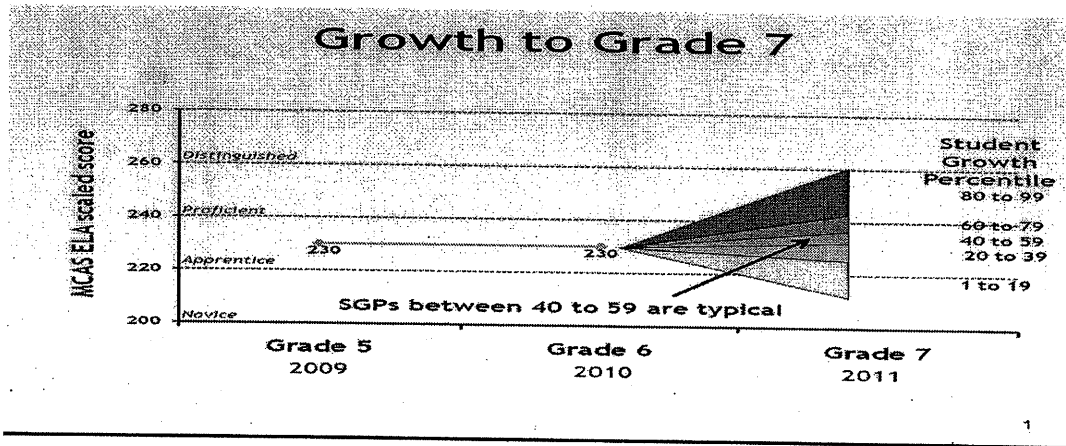
All schools with gap groups underperforming in the third standard deviation (commonly called 3 Sigma) will face state consequences. Schools in the Distinguished, Proficient and Needs Improvement categories can be flagged for the state consequences for underperforming individual gap groups. The Kentucky Department of Education will use the 3 Sigma model to eliminate the masking of low-scoring groups and will conduct ongoing data analysis to determine if the model needs adjusting.

Growth Calculation: Points are awarded for percentage of students growing at typical or high growth. Scale for growth would be determined at equal intervals. For elementary and middle schools, calculation is completed for reading and mathematics where annual testing occurs (grades 3-8). Schools receive one point for each percent of students that show typical or high growth.

At high school, the same model of awarding points for student performance along a scale was discussed. Points are awarded for percentage of students showing growth when comparing student performance on PLAN (grade 10) compared to ACT (grade 11). The PLAN and ACT composite scores in reading and mathematics are used for comparison.

The growth calculation uses a Student Growth Percentile. It compares an individual student's score to the student's academic peers. Following are two growth samples modified from the Massachusetts Department of Education, where this method for measuring student growth is used.

GROWTH SAMPLES



College/Career Readiness Rate Calculation: A readiness percentage is calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of career academic and technical benchmarks. Kentucky provided a first look at College/Career Readiness in September 2010 and a revised report format was used in September 2011.

College/Career Readiness (2011 state report)

Number of graduates (includes only graduates matched to College/Career data)	Indicators of Readiness*			Non-Duplicated Total**	Percentage of students college and/or career ready without the bonus points	Bonus***	Accountability Score with Bonus
	Number of Students Meeting each indicator (Includes duplicates)					Half point for graduates meeting College Ready AND Career Ready Technical benchmarks	
	College Ready - Number of graduates meeting CPE System wide Benchmarks on the ACT	College Ready - Number of graduates meeting college placement test benchmarks	Career Ready - Number of graduates meeting career ready benchmarks	Number of graduates College and/or Career Ready			
41,784	14,021	1,035	1,142	15,746	38%	1710.5	42

* The College Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test (COMPASS or KYOTE). The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic (ASVAB or ACT WorkKeys) and Career-Ready Technical (KOSSA or received an Industry-Recognized Career Certificate). Graduates that have met both college-ready and career-ready benchmarks are included in each respective column, which could result in the same student being counted in multiple columns.

**This total includes only individual graduates (non-duplicated). These graduates could have met both college-ready and career-ready benchmarks. This is not a total of the college-ready and career-ready columns.

***Half-point bonus for graduates meeting College-Ready (ACT or COMPASS or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certificates).

With the original release of the College/Career Readiness report in September 2010, a Readiness goal was established for schools, districts and the state to improve their 2010 Readiness percentages by at least 50 percent. The improvement goal was derived by subtracting the 2010 readiness percentage from the maximum of 100 percent readiness, then dividing by two. This value was then added to the 2010 percentage to establish a 50 percent improvement goal for 2015.

While reporting will continue to show an improvement goal, the percentage of students demonstrating readiness (i.e., Readiness Rate) will be included in Next-Generation Learners. In the report above, this is the value in the Accountability Score with Bonus column.

For the middle school level, college readiness is based on student performance on the EXPLORE assessment administered at Grade 8. The percent of students meeting the ACT-established benchmarks for EXPLORE in reading (15), English (13) and mathematics (17) will be reported. The percent of students meeting the benchmark in each content area is averaged to generate a middle school college readiness percentage.

Graduation Rate Point Calculation: A graduation rate for each school and district will be reported annually in Next-Generation Learners.

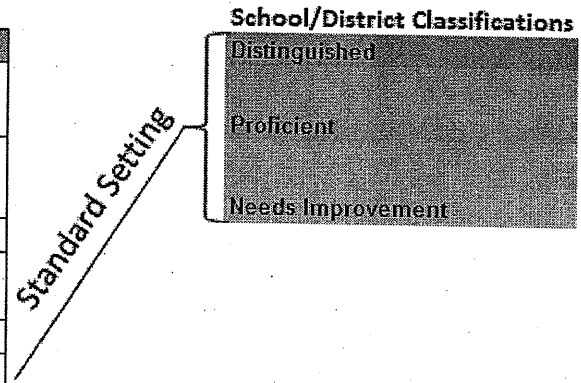
Additional reporting of graduation rates may occur to meet federal statutes and regulations.

Overall Score Reporting for Next-Generation Learners: The high school example below displays scores for each category of Next-Generation Learners. The Kentucky Board of Education approved that students enrolled for a full academic year (100 instructional days) shall be included in the calculations for Achievement, Gap, Individual Student Growth and Readiness for College or Career for a school and district. For Graduation Rate, students enrolled and students earning diplomas shall be included in the calculations.

The weights (see page 4) for high school are equally distributed at 20 percent each for Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

Kentucky High School Sample

	Raw Score	School Weighted Score
Achievement Points Earned	67.5	13.5
Gap (Percent Proficient and Distinguished)	39%	7.8
Growth (Percent Typical or Higher)	49.50%	9.9
College/Career Readiness (Percent of Students Ready)	38%	7.6
Graduation Rate	83%	16.6
Total	N/A	55.4



The standard-setting process will establish the goals and cut scores or point totals that determine school and district placement in one of three classifications (Distinguished, Proficient or Needs Improvement). The standard-setting process will occur after data is available from the first administration of the new state-required assessments outlined in Senate Bill 1.

Assessments and Alignment to College Readiness

The capstone assessment for all Kentucky students is the ACT test given to juniors. The ACT provides an extremely strong research-based prediction of college readiness. This college-ready indicator plays a major part of Kentucky's College/Career Readiness indicator. The ACT PLAN test, given to all 10th-grade students in Kentucky, provides a direct connection from its scores to a predicted ACT score, thus linking early high school work to college readiness.

Kentucky will begin using the ACT QualityCore® End-of-Course (EOC) Assessments and writing on-demand tests in 2011-12, creating an additional connection between the score on the high school EOC tests and ACT. Each QualityCore® EOC Assessment provides predictions to either a PLAN or ACT score, thus making the entire high school system aligned to college readiness. Common Core Standards are reflected in ACT, the ACT PLAN and the QualityCore® End-of-Course Assessments.

The summative assessments in grades 3-8 are being developed based on Common Core Standards. Common Core Standards were written to have incrementally increasing levels of rigor and alignment with college readiness standards.

Kentucky has contracted with the National Center for Educational Achievement (NCEA), which will conduct a linking study between the ACT EXPLORE test and the grades 3-8 Kentucky tests. This study will provide Kentucky with a vertical connection from 3rd grade to college readiness. By using the linking study, Kentucky will be able to tell, as early as 3rd grade, if a student is on track to the college-ready benchmark on the 8th grade ACT EXPLORE, which connects to the 10th-grade PLAN, which connects to the ACT, which connects to college readiness. Kentucky's entire assessment system will be linked to college readiness. Kentucky's intent is use the study to set cut scores for state assessments at a level so that proficiency for school performance equates with on-track to college- and/or career-ready high school graduation. All students will be expected to meet the college-ready benchmarks.

Overall Score and Other Accountability Provisions

A new regulation, 703 KAR 5:220, School and District Accountability Recognition, Support and Consequences, was passed by the Kentucky Board of Education at its August 4 meeting. This regulation deals with an overall score that will be assigned to each school/district once the three components of Unbridled Learning: College- and/or Career-Ready for All (Next-Generation Learners, Next-Generation Instructional Programs and Support, and Next-Generation Professionals) are developed.

This combined score will be compiled by weighting the three components in the following manner:

Next-Generation Learners	70%
Next-Generation Instructional Programs and Support	20%
Next-Generation Professionals	<u>10%</u>
Overall Score	100%

However, until the other components are completed, only the Next-Generation Learners component will be used to generate an overall score for accountability. The following chart provides the overall score phase-in for the three components.

Overall Score Phase-In

Year	Component	Percentage of Overall
2011-12	Next-Generation Learners	100%
2012-13	Next-Generation Learners	77%
	Next-Generation Instructional Programs and Support	23%
2013-14	Next-Generation Learners	70%
	Next-Generation Instructional Programs and Support	20%
	Next-Generation Professionals	10%

NCLB Waiver Application

In November 2011, the Kentucky Department of Education will submit a waiver model to be used for NCLB purposes to the U.S. Department of Education. Kentucky's waiver model, if approved, would replace the current NCLB model. Features of the proposed model are discussed below.

Annual Measurable Objective (AMO)

The Overall Score of Kentucky's Unbridled Learning: College-and Career-Ready For All would be the number used to compute the AMO. Each school/districts would have one AMO goal: improvement of the Overall Score. Adequate Yearly Progress (AYP) would be defined as making the AMO.

The goal of the AMO would be set in the following manner. For each level (elementary, middle, and high), the Overall Score for all schools/districts would be averaged and a standard deviation would be computed. For schools below the Proficient cut point, the annual AMO goal would require an increase of the school/district Overall Score by 1/5 of a standard deviation. In a five-year period, the goal would be to move each school/district up one full standard deviation from the individual starting point. For schools above the Proficient cut point, the AMO would be half of the goal set for schools under the Proficient line.

Until all three components of the Unbridled Learning: College- and Career-Ready For All system are phased in to the model, annual baselines and goals will be set on the current components. In 2011-12, the Next-Generation Learner component will be the only score used. The distribution for Overall Scores will be calculated to locate the 70th percentile (Proficient) and the 90th percentile (Distinguished).

Once all three components are operational in 2013-14, the distribution will be re-calculated to locate the 70th percentile (Proficient) and the 90th percentile (Distinguished). The raw score associated with these cut points will then be locked in for a five-year period. By locking the goal lines, all schools will be allowed to have a consistent five-year goal that will not change.

At the end of the five-year period, the distribution will be recalculated and a new set of cut points will be determined. Then, those cuts will be locked for a five-year period. Schools are not faced with an annual redistribution of scores, but have a solid goal to work toward. The goal of the model is for all schools to continually improve.

Classifications

There would be four classifications of schools and districts that determine recognition or support:

- Distinguished – schools and districts scoring at the 90th percentile or higher
- Proficient – schools and districts scoring at the 70th percentile or higher
- Progressing – Schools and districts making their AMO goal
- Needs Improvement – Schools and districts falling below the 70th percentile and not making their AMO goals

The classifications for recognition and support are included as a part of 703 KAR 5:220, Categories for Recognition, Support and Consequences, which was originally approved by the Kentucky Board of

Education in August 2011; however, the regulation will be undergoing further revisions to comply with the NCLB waiver requirements, with final approval by the board scheduled for December 2011.

Recognition and Support Categories

Schools and districts will be placed in categories for either recognition or support based on the following:

Recognition Categories

Highest-Performing

- Kentucky Highest-Performing Schools or Districts of High Distinction shall include Kentucky's Highest Performing Schools or Districts that score within the top 5% on the Overall Score and have received school or district accreditation.
- Kentucky Highest Performing Schools or Districts shall include shall include the top 10% of elementary, middle and high schools or districts that are classified as Distinguished based on their Overall Scores.

High Progress

High Progress Schools or Districts are those that attain an improvement score indicating the school or district is in the top 10% of improvement of elementary schools, middle schools, high schools or districts as determined by the difference in the two most recent calculations of the Overall Score.

Support Categories

Priority Schools and Districts

- Priority Schools are the ones that have been designated as persistently lowest-achieving schools pursuant to Kentucky state law, KRS 160.346.
- Priority Districts are those districts that have an Overall Score in the bottom 5% for all districts that have failed to make AYP for the last two consecutive years.

In order to exit the Priority status, the school or district must meet AMO/AYP goals for two consecutive years and must no longer be identified by the applicable percent calculation of being in the lowest 5%.

Focus Schools and Districts

To determine Focus Schools:

- The Student Gap Group Score will be ranked for all schools in the state. The lowest 10% of the student group gap scores by level will be called Focus Schools if the schools have also missed AYP for the past two years. The list will identify the lowest 10% of the Title I schools and the lowest 10% of all schools, regardless of Title I status; or

- Kentucky recognizes the importance of individual gap groups; therefore, individual group data is not lost in the model. All schools with individual gap groups underperforming in the third standard deviation below the mean (called Third Standard Deviation Model) will be called Focus Schools if they missed AYP for the last two years. The calculation is done by comparing each individual gap group to the average of all students in the state. Any school with an individual gap group falling in the third standard deviation below the mean will be a Focus School; or
- Any high school having a graduation rate below 60% for two years in a row will be a Focus School.

In order to exit the Focus Schools category, the student gap group would need to meet its AYP goal for two years in a row and be above the lowest 10% category.

The criteria for Focus Districts are:

Focus Districts have a Student Achievement Gap Group Score in the bottom 10% of Student Gap Group Scores for all districts and have failed to make AYP for the last two years.

In order to exit the Focus Districts category, districts also would need to have the student gap group meet the AYP goal for two years in a row and be above the lowest 10% category.

Resulting Activities for Recognition and Support

Recognition

703 KAR 5:220, Categories for Recognition, Support and Consequences describes the rewards or recognition schools and districts are eligible to receive as follows:

“Each recognized school or district shall be authorized to use a KDE-approved web logo and other promotional materials as may be designated by KDE reflecting the category of recognition earned. Subject to availability of funds, financial rewards may be used in conjunction with other recognition activities, including funding for special professional growth opportunities or support to enable recognized schools or districts to partner with and mentor a lower-performing school or district. Kentucky Highest-Performing Schools and Districts of Distinction shall receive special recognition as determined by the Commissioner.”

Supports/Consequences

The supports and consequences to which each category of schools/districts is subject also are specified in 703 KAR 5:220, Categories for Recognition, Support and Consequences. One thread running through the entirety of the support process is the requirement to revise the Comprehensive School or District Improvement Plan (CSIP, CDIP) to more fully address the areas of concern identified through the assessment data that resulted in their placement in a support category. While the process that is being undertaken is similar for each category, the resulting support will be tailored to the issue that caused their identification – achievement or gap.

The initial step in the accountability process is notification by the commissioner of education to schools/districts of their placement in a support category. Within 90 days, each identified

school/district must review and revise their CSIP/CDIP and post it on the school or district website, whichever is appropriate.

In Priority Schools, the commissioner will determine school leadership capacity to lead a turnaround effort based upon findings and recommendations included in a leadership assessment, including whether to waive removal of the principal. The school leadership must select and implement one of the four intervention options of external management, restaffing (turnaround), school closure or transformation, and the school must document meaningful family and community involvement in selecting the intervention strategies that will be included in the revised CSIP. After two years of identification, the school must obtain Kentucky Department of Education (KDE) approval for its plan, and after the third year, the school must accept additional consequences as described below.

As they begin the review of the CSIP/CDIP, both Priority and Focus Schools/Districts must complete a needs assessment using a variety of sources including a measure of teaching and learning conditions. Focus (Achievement Gap) Schools/Districts must also inform their plans' revisions using guidance from the Commissioner's Raising Achievement/Closing Gaps Council. Priority Schools must obtain meaningful family and community involvement in selecting the intervention strategies.

The revised CSIP/CDIPs for all schools in a support category must contain a number of common elements:

- curriculum alignment to ensure the instructional program is rigorous, research-based, based on student needs and aligned with the common core standards
- provision of time for collaboration on the use of data to inform assessment strategies, monitor and modify instruction, and support proficient student work
- professional development on the goals of the plan
- parent and community engagement
- attendance improvement/dropout prevention
- activities to target the underperforming areas in achievement, gap, growth, college/career readiness and gap
- activities to target weaknesses in program reviews
- activities to target areas of need identified through teacher and leader evaluations
- school safety, discipline and non-academic factors such as student social, emotional and health needs
- design of the school day to maximize learning time
- technical assistance that will be accessed

In addition, Focus (Achievement Gap) Schools/Districts must also add *specific strategies to address within-school gaps* as an element.

Continuing Support/Consequences

If Priority Schools/Districts are identified for the second or more consecutive year, they will be required to revise the plan as indicated above and submit it to the KDE for approval. If they are identified the third or more consecutive time, they must:

- participate in a set of improvement strategies resulting from an accreditation process
- if directed by the KDE, accept the assignment of a mentor/partner
- accept ongoing resources through the year as assigned or approved by KDE

If Focus (Achievement Gap) Schools/Districts remain in the Focus category and do not make AYP/AMO for three consecutive compilations of an Overall Score, they must revise the CSIP/CDIP as required for Kentucky Priority Schools/Districts, submit it for approval by KDE and post it on the appropriate website. If this occurs for a fourth time, they must, in addition to the above:

- Participate in a set of improvement strategies resulting from an accreditation process
- If directed by the KDE, accept the assignment of a mentor/partner
- Accept ongoing resources through the year as assigned or approved by KDE

Summary of Support/Consequences

A summary of the primary differences between the support/consequences for Focus and Priority Schools/Districts are as follows:

In Priority Schools:

- The commissioner will determine school leadership capacity to lead a turnaround effort based upon findings and recommendations included in a leadership assessment, including whether to waive removal of the principal.
- The school leadership must select and implement one of the four intervention options.
- The school must document meaningful family and community involvement in selecting the intervention strategies that will be included in the revised CSIP.
- After two years of identification, the school must obtain KDE approval for its plan.
- After the third year, the school must accept additional consequences as described above in the *Continuing Support/Consequences* section.

In Focus Schools:

- The school must use guidance from the Commissioner's Raising Achievement/Closing Gaps Council to revise its CSIP.
- The school must include specific strategies in the CSIP to address within-school gaps.
- After three years of identification, the school must obtain KDE approval for its plan.
- After the fourth year, the school must accept additional consequences as described above in the *Continuing Support/Consequences* section. No requirement exists for Focus Schools to select an intervention option, and no automatic requirement for a change in leadership exists.

In Priority Districts:

- In the CDIP, the districts are not required to address school-specific strategies related to school safety and non-academic factors and design of the school calendar.
- After two years of identification, the district must obtain KDE approval for its plan.
- After the third year, the district must accept additional consequences as described above in the *Continuing Support/Consequences* section.

In Focus Districts:

- After three years of identification, the district must obtain KDE approval for its plan.
- After the fourth year, the district must accept additional consequences as described above in the *Continuing Support/Consequences* section.

OUTREACH EFFORTS ON THE NEW ACCOUNTABILITY MODEL AND REQUEST FOR ESEA WAIVER

Date/Meeting	Issue(s) Discussed
May 12-13, 2009 KBE Retreat Meeting	Work session on SB1 and its implications on work of the KBE regarding changes that will need to be made in the existing regulations and the long-term accountability model; how new testing system would be affected by information from USDOE; providing assistance to non-Title I schools per SB1
June 10-11, 2009 KBE Regular Meeting	Assessment and accountability work relative to SB1: timeline, communications, state regulation work, current contractual changes, program reviews, norm-referenced test, end-of-course assessments and assessment system for 2012
August 5-6, 2009 KBE Regular Meeting	SB1 discussion of content for interim accountability regulation, development of a long-term accountability model, revised regulation to incorporate national changes regarding graduation rate calculation and reporting and assessment timeline for SB1 implementation
October 7-8, 2009 KBE Regular Meeting	703 KAR 5:060, Interim Assessment Process, actual regulation content and changes discussed, first reading
December 9-10, 2009 KBE Regular Meeting	703 KAR 5:060, Interim Assessment Process, final reading of regulation, use of end-of-course assessments for high school state assessment program to fulfill SB1 requirements, AFGR to be used for federal accountability reporting purposes (2010-2011)
February 6, 2010 Regional Education Summit	SB1
February 10, 2010 KBE Regular Meeting	703 KAR 5:060, Interim Assessment Process, final reading of regulation, OEA read and made suggested changes to remove Section 6
March 10, 2010 District Assessment Coordinators Advisory Group	Balanced Score Card and End-of-Course Assessments
March 12, 2010 Kentucky Association of Assessment Coordinators (KAAC) Board of Directors	Assessment Update
March 14, 2010 Kentucky Association of School Administrators Meeting	Assessment Update
March 16, 2010 School Curriculum, Assessment and Accountability Council (SCAAC) Meeting	Program Reviews
March 2010 Interim Joint Committee on Education	Explanation of proposed new accountability system and request for feedback
March 26, 2010 Commissioner Holliday's Blog	Focusing on Post-High School Life and Achievement Gaps (discusses NCLB waiver request)

April 13-14, 2010 KBE Regular Meeting	Waiver request to USDOE to move testing windows later in the year; approved by USDOE and asking board support Senate Bill 1 Update given, progress on SB1 initiatives shared
April 23, 2010 Commissioner Holliday's Blog	Vision for Education Reform in Kentucky (discusses NCLB waiver request)
April 30, 2010 Commissioner Holliday's Blog	Priorities for School and District Accountability (discusses NCLB waiver request)
May 14, 2010 EAARS Meeting	Status report on the development of the new assessment
May 17, 2010 EAARS Meeting	Status report on new assessment
May 19, 2010 District Assessment Coordinators Advisory Group	Growth Model
June 2010 Interim Joint Committee on Education	Status report on the development of the new assessment and accountability system
June 9, 2010 Northern KY Coop Meeting	Assessment Update
June 18, 2010 KY Association of Secondary School Principals Meeting	Assessment Update
June 30, 2010 Prichard Committee	Assessment Update
July 29, 2010 SCAAC Meeting	Proposed Accountability End-of-Course Assessments by content/grade, summative assessment, graduate readiness and ACT
July 30, 2010 Fast Five	State Testing Results delayed per approval of waiver to USDOE
August 6, 2010 Commissioner Holliday's Blog	Planning for Proficiency (discusses NCLB waiver request)
August 6, 10, 11 and 12, 2010 DAC Webex Meetings	Assessment Updates
August 20, 2010 District Assessment Coordinator's Advisory Group	Common Core and letter grade school/district status
August 25, 2010 SCAAC Meeting	Assessment Design
August 27, 2010 Fast Five	Excellent discussion by SCAAC on a balanced accountability system as required by Senate Bill 1
September 1, 2010 Legislative Research Committee Meeting	ACT Presentation
September 1, 2010 Kentucky School Boards Association	Performance Matters
September 15, 2010 Northern KY Coop Meeting	Assessment Update
September 16, 2010 Principals Advisory Council Meeting	New Accountability Model to be presented to KBE – how it will look in your school
September 16, 2010 New Superintendents Training	State Assessment Update
September 17, 2010 Commissioner Holliday's Blog	Adequate Yearly Progress: The Rest of the Story (discusses NCLB waiver request)
September 21, 2010 SCAAC Meeting	New Accountability Model

September 22, 2010 Kentucky Association of School Councils (KASC) Conference	Assessment Update
September 29, 2010 Ohio Valley Educational Cooperative	Assessment Update
October 2010 EAARS Meeting	Update on student assessment results 2009-2010
October 2010 Interim Joint Committee on Education	Update on student assessment results 2009-2010
October 5, 2010 South East/South Central Education Cooperative Meeting	New Accountability Model
October 6-7, 2010 KBE Regular Meeting	Initial discussion regarding Kentucky's new assessment and accountability system
October 11, 2010 Kentucky Education Association	Assessment Update
October 12, 2010 EAARS Meeting	Recently released data related to schools' and districts' status under NCLB and KCCT results for 2009-2010
October 18, 2010 Superintendents Advisory Council Meeting	New Accountability Model
October 20, 2010 District Assessment Coordinator's Advisory Group	Assessment/Accountability Update
October 20, 2010 Central KY Educational Coop Meeting	New Accountability Model
October 20, 2010 Kentucky Educational Development Corporation	New Accountability Model
October 20, 2010 Western KY Educational Cooperative	New Accountability Model
October 21, 2010 Educational Leadership Development Collaborative	New Accountability Model
October 25, 2010 Kentucky Association for Assessment Coordinators	Accountability Update
October 26, 2010 Kentucky Association for Assessment Coordinators	Accountability Update
November 2010 Interim Joint Committee on Education	Update on student assessment results 2009-2010
November 4, 2010 Secondary Principals	Proposed Accountability Model
November 4, 2010 Teachers Advisory Council	New Accountability Model
November 5, 2010 Green River Regional Educational Cooperative	New Accountability Model
November 10, 2010 KY Association of School Administrators – Superintendent Training	Data Analysis w/Dr. Sam Howe to review data
December 2010 Kentucky Teacher	New accountability model takes shape (discusses

article	NCLB waiver request)
December 2, 2010 Budget Review Committee on Elementary and Secondary Education	SB1 – general update
December 6, 2010 KSBA News Service article	Holliday wants to end AYP as a measure of Kentucky school progress (discusses NCLB waiver request)
December 7, 2010 Herald-Leader article	Education commissioner wants Kentucky to drop adequate yearly progress testing requirement (discusses NCLB waiver request)
December 8-9, 2010 KBE Regular Meeting	Adoption of white paper entitled “Goals and guiding principles for accountability in Kentucky’s public education system” – study session on new accountability system, discussion on need for waiver of NCLB system to USDOE to be replaced by Kentucky’s new system Discussion on preliminary regulatory language for Kentucky’s new accountability model and on remaining accountability issues
December 10, 2010 Kentucky School News & Commentary article	Holliday’s chances, Wanna bet? (discusses NCLB waiver request)
December 15, 2010 Grayson Journal-Enquirer article	NCLB under fire (discusses NCLB waiver request)
December 15, 2010 District Assessment Coordinators Advisory Group	Assessment/Accountability Update
December 15, 2010 Western Kentucky Educational Cooperative	New Accountability Model
December 28, 2010 Jefferson County Public Schools	Accountability Model

January 7, 2011 Jefferson County Teachers Association	Assessment Update
January 10, 2011 KY School Boards Association	Accountability update
January 12, 2011 Ohio Valley Education Coop – Principal Network Meeting	New Accountability Model
January 14, 2011 Gifted Advisory Council	Accountability Update
January 19, 2011 Central KY Educational Cooperative	Accountability
January 19, 2011 KY Educational Development Corporation	Accountability
January 20, 2011 Educational Leadership Development Collaborative	Update on New Accountability Model
January 25, 2011 Local Superintendents Advisory Council	Assessment Update
January 28, 2011 SCAAC Meeting	Proposed Accountability Model and College and Career Readiness
February 1, 2011 Fast Five	U.S. Secretary of Education Arne Duncan wrote an op-ed piece for the <i>Washington Post</i> this week that focused on the need to address reauthorization. Sec. Duncan's focus on addressing the accountability model of NCLB through reauthorization is very much aligned with our focus in Kentucky of implementing a new accountability model per SB 1 (2009).
February 2, 2011 KBE Regular Meeting	703 KAR 5:200, Next Generation Learners and discussion on remaining accountability issues for Kentucky's accountability model; all states must move to cohort rate, Letter to Senator Williams and Rep. Stumbo reviewed relative to continuing SB1 implementation; KDE staff asked to investigate way to link EXPLORE to PLAN and ACT for district accountability as growth measure. Initial discussion regarding recognition and assistance for next generation learners component of Kentucky's new assessment and accountability model (companion regulation to 703 KAR 5:200)
February 15, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinator's) Meeting	Assessment Update
February 16, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinator's) Meeting	Assessment Update
February 17, 2011 DAC/BAC (District	Assessment Update

Assessment Coordinators/Building Assessment Coordinators) Meeting	
February 18, 2011 Fast Five	Request Made to USDOE to Delay Public Reporting of 2010-11 NCLB Results and Waive the 14-Day Notice Requirement of Public School Choice Options and Notice of School Choice before the Start of the School Year
February 18, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinators) Meeting	Assessment Update
February 21, 2011 Association for Supervision and Curriculum Development	Assessment Update
February 22, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinators) Meeting	Assessment Update
February 24, 2011 Green River Regional Education Cooperative	Accountability Model
February 24, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinators) Meeting	Assessment Update
February 25, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinators) Meeting	Assessment Update
February 28, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinators) Meeting	Assessment Update
March 2, 2011 DAC/BAC (District Assessment Coordinators/Building Assessment Coordinators) Meeting	Assessment Update
March 7, 2011 KY Association of School Administrators, Superintendents Training	Assessment Update
March 8, 2011 Ohio Valley Educational Cooperative	Accountability Model
March 15, 2011 SCAAC Meeting	Proposed Accountability Model and College and Career Readiness
March 16, 2011 District Assessment Coordinators Advisory Group	Update on SCAAC
March 25, 2011 Fast Five	KDE Receives Approval of Waivers from USDOE; Options Offered for Spring Testing
March 28, 2011 KAAC	Accountability Model
March 31, 2011 Parents Advisory Council	Accountability Model
March 31, 2011 Commissioner Holliday's Blog	ESEA/NCLB: Time for Refocusing (discusses NCLB waiver request)
April 1, 2011 Commissioner Holliday's Blog	Priorities for Children Should Drive Education Laws (discusses NCLB waiver request)

April 5, 2011 Local Superintendents Advisory Council	Accountability Discussion
April 5, 2011 Kentucky Education Association	New Accountability Model
April 13, 2011 KBE Regular Meeting	703 KAR 5:200, Next Generation Learners, final approval of regulation on new accountability system
April 14, 2011 Fast Five	Kentucky Announces NCS Pearson as assessment vendor for grades 3-8 and writing on demand at high school
April 20, 2011 District Assessment Coordinators Advisory Group	Changes to regulations
April 21, 2011 Central Kentucky News-Journal article (Campbellsville)	Last year for CATS (discusses NCLB waiver request)
April 21, 2011 Educational Leadership Development Collaborative	Assessment and Accountability Update
April 21, 2011 Combined Education Coop Meeting	Next generation learners accountability system reflecting KBE actions from April meeting
April 22, 2011 Education Professional Standards Board	Assessment and Accountability Update
April 27, 2011 Combined Education Coop Meeting	Next generation learners accountability system reflecting KBE actions from April meeting
April 28, 2011 Combined Education Coop Meeting	Next generation learners accountability system reflecting KBE actions from April meeting
April 29, 2011 Commissioner Holliday's Blog	Moving Forward with New Tools (discusses NCLB waiver request)
May 6, 2011 Fast Five	Kentucky Announces ACT as End-of-Course Assessment Vendor
May 6, 2011 Gifted Advisory Council	Assessment Update
May 12, 2011 Regional Administrators	Assessment and Accountability Update
May 18, 2011 District Assessment Coordinators Advisory Group	End-of-Course, college and career readiness, test format
May 20, 2011 KASA – Bluegrass Region meeting	New Accountability Model and college and career readiness
June 3, 2011 Commissioner Holliday's Blog	Ships Passing in the Night (discusses NCLB waiver request)

June 7-8, 2011 KBE Regular Meeting	First reading of 703 KAR 5:220, School and district accountability recognition and support along with 703 KAR 5:230, Next-Generation Instructional Programs and Support; waiver of NCLB requirements discussed
June 13, 2011 EAARS	Assessment Update and status on development of end-of-course assessments required by SB1
June 15, 2011 District Assessment Coordinators Advisory Group	Assessment/Accountability Update
June 20, 2011 Governor's Letter to Secretary Arne Duncan	Governor Steve Beshear sent a letter to U.S. Secretary of Education Arne Duncan asking that Kentucky be allowed to use its own public school accountability model to replace provisions of the federal No Child Left Behind (NCLB) Act.
June 22, 2011 Courier-Journal article	More states defy education law
June 24, 2011 KY Association of Secondary School Principals	Assessment/Accountability Update
June 24, 2011 Commissioner Holliday's follow-up letter to Secretary Arne Duncan	Commissioner Terry Holliday did a follow-up to Governor Beshear's letter to Secretary Duncan providing more details on Kentucky's new accountability system and asking for guidance on what specific information to submit for the waiver request.
June 26, 2011 Bowling Green Daily News article	Educators support using state guidelines (related to waiver request)
June 28, 2011 cn 2 article (online news organization)	New education group starts by putting focus on No Child Left Behind's effects on Ky.
June 29, 2011 Shelbyville Sentinel-News article	Ky. trying to get in front of U.S. goals
June 29, 2011 NPR transcript	States threaten to defy No Child Left Behind
July 1, 2011 Commissioner Holliday's Blog	Activity Moving Quickly on NCLB Flexibility
July 8, 2011 Presentation to Kentucky School Boards Association	Unbridled Learning: College and Career Readiness for All
August 8, 2011 Henderson Gleaner news article	No Child waivers in works
August 8, 2011 News Release	11-065 USED Responds to Kentucky's Call for Flexibility
August 9, 2011 Bowling Green Daily News article	Superintendents favor NCLB test waivers
August 9, 2011 Lexington Herald-Leader article	States to get waivers on No Child Left Behind tests
August 11, 2011 Ashland Independent article	Educators: Ky. plan offers strong argument for waivers
August 12, 2011 Commissioner Holliday's Blog	Movement on NCLB Waiver Requests
August 21, 2011 State Journal commentary	Get state out of No Child Left Behind rut

August 24, 2011 cn 2 article	Ky. gets praise for education reforms as it prepares to ask for federal money and waiver
August 28, 2011 Courier-Journal letter to the editor	New accountability system may replace NCLB
September 2, 2011 Commissioner Holliday's Blog	What Is Proficiency?
September 20, 2011 Superintendents' Webcast	Update on ESEA Waiver
September 21, 2011 Central Kentucky Education Cooperative (superintendents)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
September 21, 2011 Kentucky Educational Development Corporation (superintendents)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
September 23, 2011 Herald-Leader article	Obama to offer waiver on major parts of education law
September 24, 2011 Herald-Leader article	State set to accept president's waiver offer
September 28, 2011 Kentucky Valley Educational Cooperative (superintendents)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
September 29, 2011 Green River Regional Educational Cooperative (superintendents)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
September 30, 2011 Commissioner Holliday's Blog	NCLB Waiver Update
October 6, 2011 Commissioner's Raising Achievement Closing the Gap Council	Discussion of contents of Kentucky Department of Education's ESEA waiver request
October 12, 2011 Northern Kentucky Cooperative for Educational Services (superintendents)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
October 17, 2011 Principals' Advisory Council (school principals)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
October 19, 2011 Superintendents' Webcast (all local district superintendents)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
October 19, 2011 Other Commissioner of Education's Advisory Groups and Education Constituent Webcast (Parents, Closing Achievement Gap, Special Education and Gifted Education)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
October 24 Superintendents' Advisory Council (local district superintendents)	Discussion of contents of Kentucky Department of Education's ESEA waiver request
November 8 National Technical Advisory Panel on Assessment and Accountability (NTAPAA)	WebEx to discuss the three regulations that define the assessment and accountability system (703 KAR 5:200, 703 KAR 5:230 and 703 KAR 5:220)

11/10/11

MAM

November 9 Teachers' Advisory Council	Discussion of contents of Kentucky Department of Education's ESEA waiver request
---------------------------------------	--

DEPLOYMENT STRATEGIES - EXECUTIVE REPORT
ONLINE

Assurance - Support for Struggling Schools

1. Target Goal - COHORT #1 (2010) - Kentucky is committed to the strategies and action required to turn around the State's lowest-achieving schools. The Kentucky Revised Statute (KRS) 160.346 enables Kentucky Department of Education to intervene in the Commonwealth's persistently low achieving schools. KRS 160.346 defines "persistently low-achieving schools" and enables the State to intervene and expeditiously implement one of four intervention options. It is accompanied by the Kentucky Administrative Regulation 703 KAR 5:180. In addition, KRS 158.780 and KRS 158.785 enable the Department to intervene in LEAs.

Primary KBE Goal - Next Generation Students

Secondary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Scope
1.	State Support to Districts Lacking Capacity to Turnaround Schools	Dewey Hensley	6/1/10	7/1/11	On Schedule		Green	Green
2.	State Support to Low Achieving Schools	Dewey Hensley	5/1/10	6/30/11	On Schedule		Green	Green
3.	Centers for Learning Excellence	Dewey Hensley	6/1/10	7/30/11	On Schedule		Green	Green
4.	District 180 Effectiveness	Dewey Hensley	7/1/10	6/30/11	On Schedule		Green	Green
5.	Annual Communication	Dewey Hensley	7/1/10	10/1/10	Behind Schedule		Green	Yellow

2. Target Goal - COHORT #2 - Kentucky is committed to the strategies and action required to turn around the State's lowest-achieving schools. The Kentucky Revised Statute (KRS) 160.346 enables Kentucky Department of Education to intervene in the Commonwealth's persistently low achieving schools. KRS 160.346 defines "persistently low-achieving schools" and enables the State to intervene and expeditiously implement one of four intervention options. It is accompanied by the Kentucky Administrative Regulation 703 KAR 5:180. In addition, KRS 158.780 and KRS 158.785 enable the Department to intervene in LEAs.

Primary KBE Goal - Next Generation Students

Secondary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Scope
1.	School Improvement to Education Recovery	Dewey Hensley	2/1/10	3/1/10	On Schedule		Green	Green
2.	Leadership Assessments	Dewey Hensley	12/1/10	2/28/11	On Schedule		Green	Green
3.	State Support to Districts Lacking Capacity to Turnaround Schools	Dewey Hensley	6/1/10	7/1/11	On Schedule		Green	Green
4.	School Improvement Planning	Dewey Hensley	5/1/11	11/1/11	On Schedule		Green	Green

5.	State Support to Low Achieving Schools	Sally Sugg	5/1/11	6/30/11	Not Started	Green	Green
6.	Centers for Learning Excellence	Dewey Hensley	6/1/10	7/30/11	On Schedule	Green	Green
7.	District 180 Effectiveness	Dewey Hensley	7/1/11	6/30/12	Not Started	Green	Green
8.	Annual Communication	Dewey Hensley	7/1/11	10/1/11	On Schedule	Green	Green

Assurance - Collection and Use of Data

1. Target Goal - Accessing and using state data

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators		
							Budget	Scope	Schedule
1.	Develop and Implement KSLDS Transition Plan	David Couch	6/23/10	9/15/11	On Schedule		Green	Green	Green
2.	Connect P-12, Teacher Certification and Post Secondary Data (P-20 Data Collaborative)	PDC Governing Board	4/30/09	6/30/12	On Schedule		Green	Green	Green
3.	Identify and Maximize Use of Critical Data within Existing Systems	David Couch	8/2/10	12/31/11	On Schedule		Green	Green	Green

2. Target Goal - Using data to improve instruction

Primary KBE Goal - Supportive Environment

Secondary KBE Goal - Next Generation Professionals

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators		
							Budget	Scope	Schedule
1.	CIITS Versions 1 - 4 - Standards/Materials, SIS/Individual Logins/Formative Assessments, ACT/PLAN Data, Addl. Materials	David Couch	2/14/11	8/1/12	Behind Schedule		Yellow	Green	Green
2.	CIITS Version 5 - Expand Materials, Implement PD Management & Teacher Effectiveness (Educator Development Suite), Load KPREP & ACT Data	David Couch	9/1/11	8/1/12	On Schedule		Yellow	Green	Green

3. Target Goal - MUNIS Application Infrastructure Migration

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators		
							Budget	Scope	Schedule
1.	Production Migration	David Couch	7/1/11	6/28/13	On Schedule		Green	Green	Green

DEPLOYMENT STRATEGIES - EXECUTIVE REPORT
ONLINE

Assurance - New Standards and Assessments

1. Target Goal - The new assessment and accountability systems are successfully adopted and implemented statewide.

Primary KBE Goal - Next Generation Students

Secondary KBE Goal - High-Performing Schools & Districts

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Scope
1.	Interim Assessment System	Ken Draut	11/1/09	9/30/11	On Schedule		Green	Green
2.	Long Term Assessment System	Ken Draut	11/1/09	12/30/16	On Schedule		Yellow	Yellow
3.	Long Term Accountability System	Ken Draut	11/1/09	12/30/16	On Schedule		Green	Green

2. Target Goal - The Kentucky Core Academic Standards in all subject areas are developed, adopted and implemented.

Primary KBE Goal - Next Generation Students

Secondary KBE Goal - Next Generation Professionals

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Scope
1.	Development and adoption of the Kentucky Academic Standards in All Content Areas	Felicia C. Smith	9/1/09	12/28/12	Behind Schedule		Green	Green
2.	Establish and Support Networks for Each Content Area	Felicia C. Smith	9/1/09	10/17/13	On Schedule		Green	Green
3.	Enhance Literacy Literacy: Birth to Grade 12	Felicia Smith	4/6/09	9/30/13	On Schedule		Green	Green
4.	Develop and Support the Implementation of Program Review Tool and Process in Writing, A&H, & PLCS	Felicia Smith	7/30/09	8/5/11	On Schedule		Green	Yellow
5.	Enhance mathematics instruction to improve student achievement.	Felicia C. Smith	4/16/10	6/29/12	Behind Schedule		Green	Yellow

3. Target Goal - Kentucky will increase the percentage of students who are college and career ready from 34% (16,320 students) to 67% (32,160 students) by 2015 and Increase the average freshman graduation rate from 76% (36,480 students) to 90% (43,200 students) by 2015.

Primary KBE Goal - Next Generation Students

Secondary KBE Goal - High-Performing Schools & Districts

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Scope
1.	Support the provision of accelerated learning opportunities for all students	Felicia C. Smith	8/2/10	12/31/15	On Schedule		Green	Green

2.	Support the provision of targeted interventions for students not college and career ready	Felicia Smith	1/4/10	5/31/12	On Schedule	Green	Green
3.	Support access to college and career readiness advising	Felicia Smith	1/3/11	12/31/12	On Schedule	Green	Green
4.	Support Career Readiness Pathways	Felicia Smith	7/2/12	7/31/15	On Schedule	Green	Green

4. Target Goal - Kentucky students are ready for school and schools are ready for children.

Primary KBE Goal - Next Generation Students

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Status Indicators		
						Completed Date	Budget	Scope
1.	All children are ready for school.	Felicia C. Smith	6/1/10	9/30/12	On Schedule		Green	Green
2.	All schools are ready for students.	Felicia C. Smith	6/1/10	9/7/12	On Schedule		Yellow	Green

Assurance - Teacher and Principal Effectiveness

1. Target Goal - Kentucky will develop processes to support teacher and principal effectiveness.

Primary KBE Goal - Next Generation Professionals

Secondary KBE Goal - High-Performing Schools & Districts

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Schedule
1.	Expand alternative routes provided by institutions operating independently of universities.	Felicia Smith	11/4/09	8/1/13	On Schedule		Green	Green
2.	Ensure equitable distribution of teachers and leaders	Felicia Smith	7/1/10	12/28/12	On Schedule		Green	Green
3.	Improve teacher and principal preparation program effectiveness	Felicia Smith	8/5/13	5/30/14	Not Started		Green	Green

2. Target Goal - Kentucky will develop and implement a teacher and leader professional growth/evaluation system that will increase teacher and principal effectiveness.

Primary KBE Goal - Next Generation Professionals

Secondary KBE Goal - High-Performing Schools & Districts

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Schedule
1.	Develop and implement a comprehensive teacher growth and evaluation system utilizing multiple measures of teacher effectiveness.	Felicia Smith	7/22/10	5/16/14	On Schedule		Green	Green
2.	Develop and implement a comprehensive principal growth and effectiveness system utilizing multiple measures of principal effectiveness.	Felicia Smith	6/15/09	5/16/14	On Schedule		Green	Green
3.	Develop and deploy teacher and leader Working Conditions Survey.	Felicia Smith	2/15/10	10/31/11	On Schedule		Green	Yellow
4.	Advocate for statutory change to provide flexibility in Professional Development	Felicia Smith	3/15/10	9/30/11	On Schedule		Green	Yellow
5.	Provide professional learning experiences for successful implementation of all new initiatives.	Felicia Smith	5/31/10	5/17/13	On Schedule		Green	Green

Assurance - Operational Initiatives and Processes

1. Target Goal - Improve Student Learning to ensure College and Career Readiness

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Budget	Scope	Status Indicators
1.	Student Technology Literacy Standards Measurement	David Couch	5/31/10	5/31/12	On Schedule		Green	Green	Green

2. Target Goal - Provide Equity and Ease of Access

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Budget	Scope	Status Indicators
1.	Identify Home Internet Access Capabilities Within All Counties	David Couch	10/4/10	6/30/11	Not Started		Green	Green	Green
2.	Ensure all schools are connected to modern high-speed internet access	David Couch	10/4/10	6/30/11	Not Started		Green	Green	Green

3. Target Goal - Replace the Claims and Application/Agreement System (Division of School and Community Nutrition, KDE)

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Budget	Scope	Status Indicators
1.	NHSP Application Upgrade	Hiren Desai	4/1/10	3/5/13	On Schedule		Green	Green	Green

4. Target Goal - Develop and Implement a Facilities Management System (Division of District Support, KDE)

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Budget	Scope	Status Indicators
1.	Implement KBE Regulations	Kay Kennedy	8/1/11	8/31/12	Not Started		Green	Green	Green
2.	Implement Facilities Inventory & Classification System	Kay Kennedy	7/28/10	12/30/11	On Schedule		Green	Green	Green
3.	Perform school building evaluations and classifications	Kay Kennedy	2/1/11	6/30/12	On Schedule		Green	Green	Green

5. Target Goal - Create a new learning culture that encourages schools and districts to implement innovative strategies to improve student learning.

Secondary KBE Goal - Next Generation Students

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Schedule
1.	Develop and Manage Process for Requesting Waivers of KBE Administrative Regulations	David Cook	9/7/10	10/1/10	On Schedule		Green	Green
2.	Partnership for Next Generation Learning (PNxGL)	David Cook	10/25/10	6/30/12	On Schedule		Green	Green
3.	Innovative Pathways to Graduation	David Cook	9/24/10	12/31/11	On Schedule		Green	Green
4.	Philanthropy Strategy	David Cook	7/1/10	12/31/10	On Schedule		Green	Green
5.	P20 Innovation Lab	David Cook	9/1/10	10/29/10	On Schedule		Green	Green
6.	Commissioner's "Snow Bound" Virtual Instruction Pilot	David Cook	9/1/10	5/31/11	On Schedule		Green	Green
7.	Early College Pilot Program	David Cook	3/1/11	12/31/11	On Schedule		Green	Green

6. Target Goal - Increase efficiency of legislative bill review process by decreasing the turnaround time of bill reviews during future meetings of the General Assembly.

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Schedule
	No Deployment Strategies							

7. Target Goal - Communicate about new programs, activities, resources and information

Primary KBE Goal - Supportive Environment

Secondary KBE Goal - High-Performing Schools & Districts

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Completed Date	Status Indicators	
							Budget	Schedule
1.	Program Reviews	Lisa Gross	11/2/09	12/31/11	On Schedule		Green	Green
2.	Identification of Low-Performing Schools	Lisa Gross	1/15/10	12/31/14	On Schedule		Green	Green
3.	District 180 implementation	Lisa Gross	7/15/10	12/31/14	On Schedule		Green	Green
4.	Common Core State Standards	Lisa Gross	1/1/09	12/31/16	On Schedule		Green	Green
5.	Assessment data released through KDE Open House	Lisa Gross	9/23/10	12/31/16	On Schedule		Green	Green
6.	New assessment and accountability system	Lisa Gross	10/1/09	12/31/16	On Schedule		Green	Green

7.	TELL Kentucky Survey	Lisa Gross	9/27/10	6/30/11	On Schedule	Green	Green
8.	Model curriculum framework	Lisa Gross	5/28/10	6/6/11	Not Started	Green	Yellow
9.	A5/A6 Action Plan	Lisa Gross	5/3/10	7/1/11	On Hold	Green	Yellow
10.	Unified College and Career Readiness Plan	Lisa Gross	5/5/10	5/30/14	On Hold	Green	Yellow
11.	Common definition of school readiness	Lisa Gross	6/1/10	7/1/10	Behind Schedule	Green	Yellow
12.	Revised early childhood standards	Lisa Gross	6/1/10	12/1/10	Not Started	Green	Yellow
13.	Centers for Learning Excellence	Lisa Gross	4/19/10	8/2/10	Not Started	Green	Yellow
14.	New KDE Consolidated Planning Process	Lisa Gross	9/2/11	12/31/12	Not Started	Green	Yellow
15.	Developing a standards-based professional development framework	Lisa Gross	12/31/10	12/31/14	Not Started	Green	Yellow
16.	Develop and implement a comprehensive teacher evaluation system	Lisa Gross	1/1/11	6/3/13	Not Started	Green	Yellow
17.	Develop and implement a comprehensive principal evaluation system	Lisa Gross	1/1/11	6/28/13	Not Started	Green	Yellow
18.	New KDE Consolidated Verification (Audit/Monitoring) Process	Lisa Gross	1/1/11	6/29/12	Not Started	Green	Yellow
19.	Teach for America	Lisa Gross	1/1/11	6/29/12	Not Started	Green	Yellow

8. Target Goal - Kentucky schools and districts will utilize data-driven, consolidated monitoring and planning processes for continuous improvement.

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Status Indicators	
						Budget	Schedule
1.	Develop a Kentucky consolidated school/district monitoring process	Dr. Larry Stinson	9/1/10	8/3/11	On Schedule	Green	Green
2.	Implement the consolidated monitoring process	Dr. Larry Stinson	10/1/11	6/30/12	Not Started	Green	Green

9. Target Goal - A technology system to capture and store school and district monitoring and planning data to be used in a coordinated effort for development of consolidated school and district plans and consolidated monitoring reports

Primary KBE Goal - Supportive Environment

#	Deployment Strategies	Executive Sponsor	Start Date	End Date	Progress	Status Indicators	
						Budget	Schedule
1.	Implement a consolidated planning and monitoring technology system	Dr. Larry Stinson	5/16/11	12/31/12	On Schedule	Green	Green

***Kentucky Department of Education
College and Career Readiness Delivery Plan
October 2011***

Vision/Challenge

Kentucky, along with the rest of the nation, understands that increasing demands for higher levels of skills by employers suggests our futures are tied to our level of education. In 1970, more than 80 percent of jobs in our state and nation only required a high school degree or less. Today, those numbers are reversed: 80 percent of jobs require training beyond high school, and 63 percent of those jobs will require a postsecondary degree.

In the 2010 PDK/Gallup poll, more than 90 percent of parents believe that a postsecondary experience is necessary to ensure a better quality of life, while more than 90 percent of 2010 public high school graduates in Kentucky indicate a desire to attend postsecondary institutions. However, Kentucky's current graduation rate of 76 percent and college- and/or career-readiness rate of 34 percent clearly indicate that we are not adequately preparing students for the challenges of the world in which we live.

The vision of the Kentucky Board of Education is to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board's vision is informed by a changing economy that requires P-12 schools to prepare students for a more complex and competitive workplace.

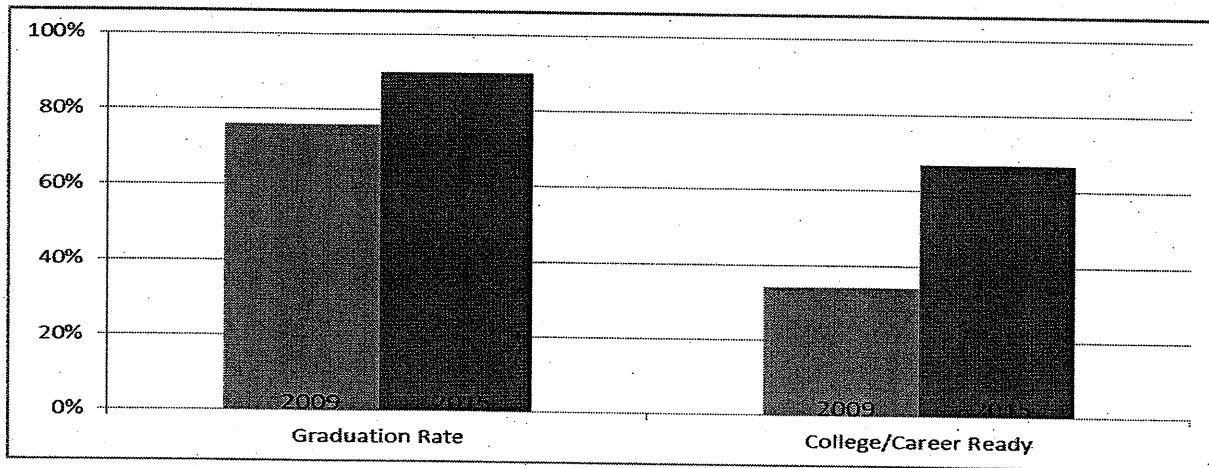
Therefore, in February 2011, the Kentucky Department of Education (KDE) secured the Commonwealth Commitment from all districts to move 50 percent of their district's high school graduates who are not college- and/or career-ready to college- and/or career-ready between 2010 and 2015.

This plan defines how KDE will support districts to meet this vision and overcome this challenge.

Target Goals

There are two main target goals:

- 1) increase the percentage of students who are college- and career-ready from 34 percent (16,320 students) to 67 percent (32,160 students) by 2015
- 2) increase the Averaged Freshman Graduation Rate from 76 percent (36,480 students) to 90 percent (43,200 students) by 2015.



Background/History

The work of KDE is also guided by key legislation driving education transformation in Kentucky. Senate Bill 1 (SB 1), passed in the 2009 session of the General Assembly, charged KDE and the Council on Postsecondary Education (CPE) with creating a unified plan for reducing the number of students in need of remediation after high school by 50 percent by 2014 and increasing college completion rates for students enrolled in one or more remedial classes by 3 percent annually from 2009 to 2014. A new statewide school and district accountability model is being established as a result of SB 1, which will include new measures for graduation and college and career readiness. The revision of content standards in all subject areas is also required. According to the legislation, the standards will:

- focus on critical knowledge, skills and capacities needed for success in the global economy
- result in fewer, but more in-depth standards to facilitate mastery learning
- communicate expectations more clearly and concisely to teachers, parents, students and citizens
- be based on evidence-based research
- consider international benchmarks
- ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each educational level

Several related pieces of legislation supporting SB 1 and the two targets of this delivery plan are outlined below:

- House Bill 176 (2010) supported the focus on turnaround efforts for struggling schools. This legislation required KDE to identify the persistently low-performing schools and provide intensive support to promote student learning in those schools.
- Senate Bill 2 (2008) supported a statewide focus on the advancement of science, technology, engineering and mathematics, which allowed KDE to create greater alignment for middle and high school student experiences with Advanced Placement and STEM-related initiatives.
- Senate Bill 168 (2002) supported intervention strategies for accelerated learning. It required districts/schools to focus on individualizing learning opportunities for secondary students and provide robust intervention systems for students who

struggle with meeting standards as measured by the Educational Planning and Assessment System (EPAS).

The above reforms served as the policy infrastructure for the development of Kentucky's application for federal Race to the Top funding. The four Race to the Top assurances were broken down in KDE's strategic plan into target goals and subsequent deployment strategies. While Kentucky was not selected to receive Race to the Top funding, KDE was committed to the target goals identified in the plan. As a result, KDE chose to partner with the U.S. Education Delivery Institute (EDI) and utilize Deliverology as the process to develop delivery plans for achieving the target goals.

In order to achieve the desired results of this plan, however, additional policy must be crafted and implemented to impact practice at the state and local levels. The Governor's Transforming Education in Kentucky (TEK) Task Force has presented recommendations (see *Appendix C- TEK Recommendations*) for improving education aligned to the projects and activities outlined. These recommendations are designed to initiate the policies necessary to fully implement Kentucky's college and career readiness agenda.

The agenda includes more rigorous academic standards, a new accountability model, acceleration opportunities, robust intervention systems for students not meeting standards and strong data systems to guide schools and districts in making decisions to target strategies to keep students on track to graduate.

Priority strategies, leadership and management:

The executive sponsor for the College- and Career-Ready Delivery Plan is Office of Next-Generation Learners Associate Commissioner Felicia Smith. The following table includes the "priority projects" of this Delivery Plan and the Strategy Leads responsible for each:

Strategy and Responsibility Table

Strategy	Elements of Strategic Plan It Incorporates	Strategy Lead (Party or Parties Responsible)
1. Collection and Use of Data	New Standards and Assessment, Target Goal (1), Deployment Strategy (2)	Johnny Collett
2. Course & Assessment Alignment	New Standards and Assessment, Target Goal (2), Deployment Strategies (1) & (3)	Karen Kidwell
3. New Accountability Model	New Standards and Assessment, Target Goal (1), Deployment Strategy (1)	Ken Draut
4. Targeted Interventions	New Standards and Assessment, Target Goal (2), Deployment Strategy (6); Target Goal (3), Deployment Strategy (2)	April Pieper
5. Career Readiness Pathways	New Standards and Assessment, Target Goal (3), Deployment Strategy (1)	Carole Frakes
6. Acceleration	New Standards and Assessment, Target Goal (3), Deployment Strategy (1)	Advance KY-Amy Patterson PLTW-Mindy Curless
7. Academic & Career	New Standards and Assessment, Target	Sharon Johnston

Advising	Goal (3), Deployment Strategy (3)	
8. District 180	Support for Struggling Schools, Target Goal (1), Deployment Strategy (6)	Dewey Hensley
9. Pathways to Student Success	New Standards and Assessment, Target Goal (3), Deployment Strategy (1)	David Cook

Many projects managed by KDE will have an effect on the college and career readiness target. The projects identified as priorities for reaching the target were selected due to their potential for substantially affecting the target in the near future and supporting broader systemic impact on college and career readiness. In fact, many projects on the elementary and middle school levels not listed here are more likely to have a substantial impact on college and career readiness in the long term, such as implementation of the *Model Curriculum Framework*, literacy initiatives and formative assessments aligned to the *Kentucky Core Academic Standards*.

While the perfect tools do not yet exist for either the measurement or implementation of programming that support college and career readiness for all students, the intent is for these initiatives to work in concert with other KDE initiatives to support schools, districts and communities to better prepare them for success in postsecondary opportunities.

Timeframe for changes among priority projects: The following table shows the time periods of implementing substantive policy or programmatic changes at KDE. After the shaded time period is complete, the project will operate as “business as usual.”

Strategy	Calendar Year																							
	2010				2011				2012				2013				2014				2015			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Collection and Use of Data							*																	
Course & Assessment Alignment							*																	
New Accountability Model									*															
Targeted Interventions							*																	
Career Readiness Pathways										*														
Acceleration – Advance KY			*																					
Acceleration – Project Lead the Way			*																					
Academic & Career Advising							*																	
District 180							*																	

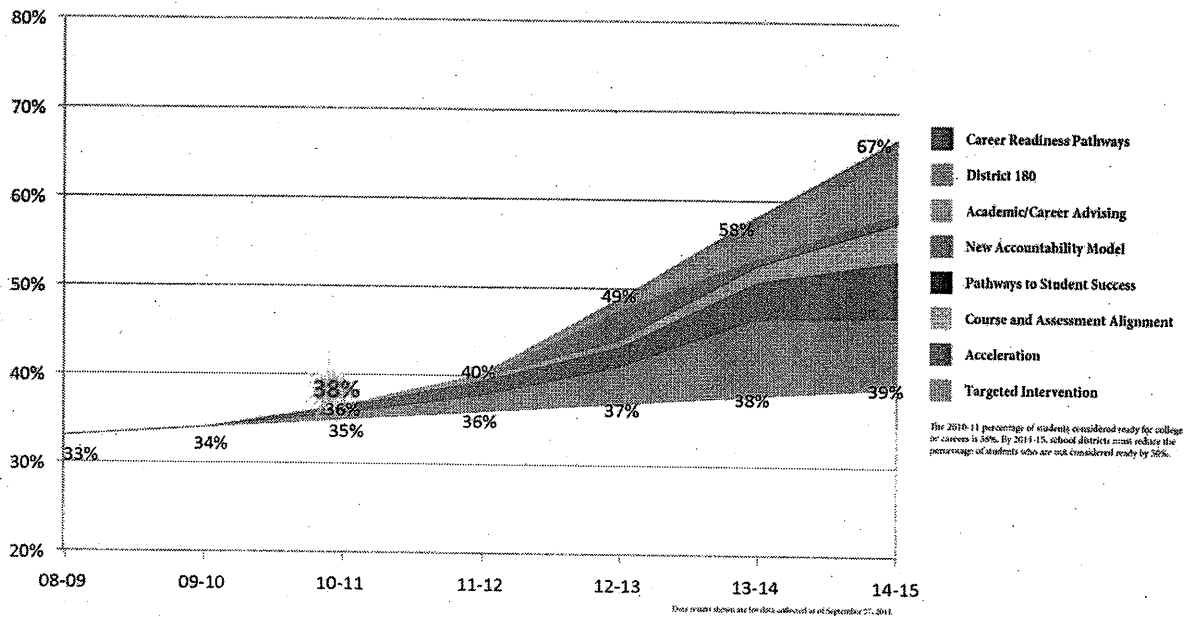
Pathways for Student Success							
------------------------------	--	--	--	--	--	--	--

***Start of Impact on Students**

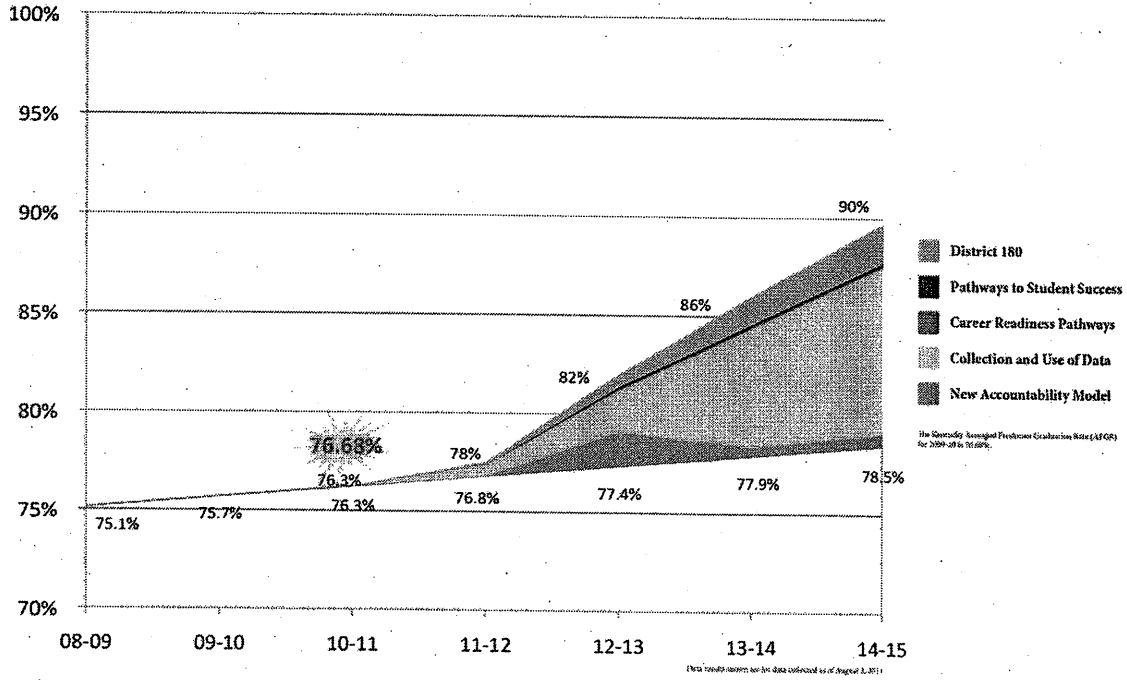
Trajectories:

The charts below connect each of the strategies to student outcomes. They represent evidenced-based projections for the levels of performance we will achieve each year to meet our targets. (See *CCR and Graduation Trajectory Detail documents for calculations and rationale.*)

College/Career Readiness Trajectory



Graduation Rate Trajectory



Description of Strategies

Strategy 1: Collection and Use of Data	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>The Collection of Data Students who are at risk of dropping out tend to make decisions related to attrition based on responses to personal crisis or as a result of continued disengagement and alienation. Indicators of at-risk students are multidimensional and complex, requiring targeted practices specific to context and situation (Thurlow, Sinclair, & Johnson, 2002). Therefore, districts and schools will have access to the Persistence to Graduation Tool (PtGT) as an early warning indicator system for identifying students who may be “off-track” to graduate. The PtGT Report will provide critical student-level data to identify specific students in need of additional intervention/ support. Student-level data will be collected and weighted for the following areas: number of days absent, grades retained, credit earned, credits attempted, migrant, English Learner (EL) status, homeless, gender, age, age equivalent, truancy, behavior, suspensions, expulsions and eventually academic data about grades and assessment performance. The report will provide a complete list of students based on the weighting of indicators and the filtering functionality built into the tool.</p> <p>The Use of Data According to Dynarski (2001), “A high degree of personalization — a strategy of focusing intensively on why students are having difficulty and actively working to address the sources of the difficulties — is worth considering” (p. 14). Additionally, research from <i>Dropout Risk Factors and Exemplary Programs: A Technical Report</i> (2007) concluded that those practices found to be effective were varied and addressed the affective needs of the student. As such, this strategy involves the development of a repository of best practices, interventions and responses to risk behavior tailored to both the affective and situational complexities relevant to such behavior.</p> <p>It is the responsibility of each school to determine necessary and appropriate supports and interventions for students who may be off-track for graduation. As schools conduct a root cause analysis of the data suggesting the student may be off-track for graduation, the school will then provide targeted intervention by aligning the needs of the student with effective strategies that have the greatest potential to support the student. The impact on the target indicators will result from this concentrated effort on identification of students and application of best practices in response.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<p>Directors of pupil personnel (DPP), district dropout prevention personnel (where applicable), building principals and building-level staff who implement the evidence-based strategies/interventions will be directly and consistently engaged in this work through careful analysis of the data generated through the PtGT, and through the joining of evidence-based strategies/interventions with identified risk factors in order to facilitate students’ persistence to graduation.</p>

	<p>KDE will remain actively engaged in the work as the Office of Next-Generation Learners solicits feedback from districts regarding their use of the PtGT and the Evidence-Based Practices Toolkit. District feedback will be shared with the Office of Knowledge, Information and Data Services regarding suggested adjustments/changes to the PtGT based on district use of the data.</p>
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>February 2011</p> <ul style="list-style-type: none"> determination and agreement of data elements from Infinite Campus (IC) <p>March 2011</p> <ul style="list-style-type: none"> determination of weighting for system elements mock scenarios to be shared with leadership and discussions started about the dissemination of this resource (communication/PD) <p>April 2011</p> <ul style="list-style-type: none"> Share scenarios for dissemination, and the Office of Administration and Support (Division of District Support) develops a canned report within IC <p>May 2011</p> <ul style="list-style-type: none"> A report is available for User Acceptance Training (UAT). <p>June-August 2011</p> <ul style="list-style-type: none"> district PD and launch of the resource Districts receive instructions on how to navigate and utilize the PtGT for during the summer 2011. Infinite Campus Beginning of Year trainings (July) webinars (archived for ongoing use) <p>July 2011</p> <ul style="list-style-type: none"> Research, identify and compile effective strategies/interventions proven to have the most positive impact on dropout prevention. Develop parallel PD (utilize co-ops) plan for the toolkit. <p>September, 2011</p> <ul style="list-style-type: none"> Persistence to Graduation – Evidence-Based Strategies Toolkit posted to KDE website. archived webinar training sessions <p>October 2011 – ongoing</p> <ul style="list-style-type: none"> district PD and launch of the resource archived webinar training sessions provide training on data analysis/root cause analysis (e.g., data generated through district use of the PtGT) provide training/guidance on the joining of evidence-based strategies/interventions with identified risk factors in order to facilitate students' persistence to graduation
<p>Annual Impact on Indicators</p>	<p>Graduation Goal</p>

<p><i>(trajectory)</i> <i>How many additional students will be impacted by strategy each year?</i></p>	<p><i>(See Graduation Trajectory Detail documents for calculations and rationale.)</i></p> <p>2010-11: no additional students 2011-12: 672 additional students 2012-13: 922 additional students 2013-14: 1,440 additional students 2014-15: 1,306 additional students</p> <p>Total Additional Students: 4,340</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) <i>(Delivery Chain)</i></p>	<ul style="list-style-type: none"> • number of schools running the report each semester • change in distribution of risk per semester from sample (random desk audits)
<p>Resources and Support Available to Deliver on this Plan <i>(Delivery Chain)</i></p>	<p>No additional resources required at this time.</p>

Strategy 2: Course and Assessment Alignment	
<p>Description <i>What it is and why it was selected.</i></p>	<p>The adoption of the new Common Core Academic Standards was pivotal to Kentucky's overall college and career readiness agenda for transforming education in the Commonwealth. However, new standards alone will not lead to the transformative outcomes desired in order to ensure all students graduate college- and career-ready. Several actions must accompany the adoption and implementation of the new standards including:</p> <ul style="list-style-type: none"> (1) an intensive focus on improving teaching and learning through the state's Leadership Networks (2) an alignment of courses to the new standards (3) systematic implementation of formative and summative assessment strategies to the new standards <p>This reform strategy is primary targeting the college/career readiness (CCR) student goal. The hypothesis for impacting the target indicator is that new standards aligned with college expectations will ensure that students who are taught to those standards will be successful in postsecondary courses.</p> <p>Implementation of Common Core Academic Standards through Leadership Networks</p> <p>A systemic statewide PD structure in the form of Leadership Networks designed to build capacity at the teacher/school/district levels to impact teaching and learning with <i>Kentucky's Core Academic Standards (KCAS)</i> has been created. The emphasis is on implementing the KCAS within the context of highly effective teaching, learning and assessment practices (including utilizing the <i>Classroom Assessment for Student Learning</i> framework (by Stiggins, Chappuis, Chappuis, Arter, 2004) to enhance and refine assessment literacy/formative assessment strategies. The Leadership Networks will serve as the primary vehicle for selection, creation and dissemination of instructional and assessment resources and tools for improved student learning. Particular emphasis will be on scaling up the Bill and Melinda Gates Foundation Literacy Design Collaborative and Mathematics Formative Assessment Lessons as strong models of aligned, rigorous and engaging instructional and assessment tasks within the networks.</p>
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>June 2010</p> <ul style="list-style-type: none"> • Begin Leadership Networks monthly meetings with teacher/school/district-level leaders. <p>December 2010</p> <ul style="list-style-type: none"> • Deconstructed standards drafted/disseminated. <p>March 2011</p> <ul style="list-style-type: none"> • Begin review of instructional and assessment resources. <p>March-May 2011</p> <ul style="list-style-type: none"> • Design of pacing templates for implementation of standards drafted.

April 2011

- Begin populating online repository for instructional resources for all Kentucky teachers/leaders to access.

August 2011

- Begin designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative(LDC)/Mathematics Formative Assessment Lesson (FAL) models.
- Begin planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction.
- Begin selecting evidence-based strategies and resources to enhance instruction.

May-August 2012

- Revising pacing guides/maps.

May 2011

- Complete set of deconstructed standards drafted/disseminated available.

June 2012

- Begin refining LDC/FAL assessment and learning tasks for wider implementation (June 2012-July 2013).
- Designing additional LDC/FAL-like modules/tasks (June 2012-July 2013).

July 2012

- Complete designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative(LDC)/Mathematics Formative Assessment Lesson (FAL) models.
- Complete planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction.
- Complete selecting evidence-based strategies and resources to enhance instruction.
- Complete populating online repository for instructional resources for all Kentucky teachers/leaders to access.
- Complete refining LDC/FAL assessment and learning tasks for wider implementation.
- Complete designing additional LDC/FAL-like modules/tasks.
- Complete Leadership Networks monthly meetings with teacher/school/district-level leaders.

Summer 2013

- Complete review of instructional and assessment resources.

End-of-Course Assessments

Implementation of end-of-course assessments will require that courses include the new standards for student mastery. End-of-course assessments aligned to the KCAS in English/language arts and mathematics will be English II and Algebra II, respectively, beginning in 2011-12. The end-of-

	<p>course exams will address the new common core standards.</p> <ul style="list-style-type: none"> • March 2011-May 2011 – course alignment begins and course code match begins. • Fall 2011 – End-of-course exams are available to be administered as a part of the new accountability model.
<p>Annual Impact on Indicators <i>What are the goal numbers for each year?</i></p>	<p>CCR Goal <i>(See CCR Trajectory Detail documents for calculations and rationale.)</i></p> <p>2010-11: no impact 2011-12: 298 additional students 2012-13: 480 additional students 2013-14: 768 additional students 2014-15: 1,267 additional students</p> <p>Total Additional Students: 2,813</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) <i>(Delivery Chain)</i></p>	<p>Indicators for CCR:</p> <ul style="list-style-type: none"> • IC course code alignment (annually) • course syllabi audits to ensure alignment (annually) • end-of-course exams (annual reporting) • EPAS results • participation in monthly Leadership Networks meetings • baseline and follow-up survey data from network participants on practices and implementation (annually) • feedback loop for the networks superintendents (monthly); instructional supervisors (monthly); cooperative directors (weekly); content specialists (monthly); teacher advisory and principal advisory groups (quarterly) • tracking use of formative assessment strategies (leadership evaluation plan – quarterly)
<p>Resources and support available to deliver on this plan</p>	<p>Funding available: \$2.4 million</p> <p>Funding needed: \$15 for personnel</p> <p>Personnel available: 8 KDE Frankfort-based consultants; 16 regional content specialists (8 ELA/8 math); project manager</p> <p>Personnel needed: evaluator</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<p>Participants in Networks: 3-4 mathematics teacher leaders + 3-4 ELA teacher leaders + 3 school-level leaders + 3 district-level leaders from EACH of Kentucky’s 174 districts</p> <p>All will be focused on interpreting the KCAS so that they can be translated into lessons/units/courses and assessments that reflect highly effective teaching, learning and assessment practices for every student in every</p>

classroom.

Implementers/Facilitators: 8 educational cooperatives; higher education faculty members; 16 KDE regional content specialists; 8 Frankfort-based consultants

Stakeholders/Advisors:

1. Core Advisory Team members meet monthly. Their charges include: support and maintain the network vision throughout the Commonwealth
offer guidance and advice around the systemic framework for each years' meetings
analyze implementation/evaluation data of the Leadership Network system to inform practice
(CAT members include representation from the Kentucky Education Association, Prichard Committee, school districts, educational cooperatives, KDE leadership, higher education, Kentucky Association of School Administrators, Kentucky Association of School Councils.
2. Educational cooperative directors connect weekly via WebEx to collaborate on timely issues, reach consensus on issues and share information.
3. Kentucky Superintendents Feedback group connects monthly to provide feedback.
4. Project manager connects weekly with associate commissioner, weekly with co-op directors, monthly with specialists and monthly with Core Advisory Team to coordinate all efforts, collaborate on planning, reflect and adjust based on feedback.
5. Kentucky Board of Education
6. KDE associate commissioners
7. commissioner of education
8. legislators

Strategy 3: New Accountability Model	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>Kentucky's proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's (KBE's) four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts. The strategic priority most relevant to this delivery plan is the next-generation learners component. Achievement (proficiency), gap, growth, readiness and graduation rate are categories within this component. The focus is on student data from the state-required assessments administered in grades 3-12. (See appendix B, New Accountability Model.) This reform strategy will have an impact on both student goals but should have a greater impact on the college and career readiness goal.</p> <p>The hypothesis for impacting the target indicators is that when schools and districts are held accountable for graduation rates and college/career readiness rates, as they have not been in the past, they will focus their efforts on engaging students in learning experiences that will lead to graduation and meeting CCR benchmarks.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<p>KDE – Ken Draut, Rhonda Sims and Lisa Gross District – superintendents and district assessment coordinators (weekly e-mails) School – principal (KDE presentations) Classroom Teachers (PTA conferences, KDE presentations) Community – parents, business, Prichard, KASC, co-ops (press releases)</p>
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>Fall/Spring 2010-11</p> <ul style="list-style-type: none"> • Design and gather feedback on Next-Generation Learner component. <p>Winter 2011</p> <ul style="list-style-type: none"> • Release and score RFP for end-of-course assessments and related assessments for grades 3-8. <p>Spring 2011</p> <ul style="list-style-type: none"> • Present regulations to KBE. <p>Summer 2011</p> <ul style="list-style-type: none"> • Finalize regulations with KBE and disseminate broadly to stakeholders. <p>Spring 2012</p> <ul style="list-style-type: none"> • New assessment and accountability model administered for the first time. <p>Summer 2012</p> <ul style="list-style-type: none"> • Set cut points for proficiency for accountability model. <p>Fall 2012</p> <ul style="list-style-type: none"> • Communicate cut points with KBE and stakeholder groups.
<p>Annual Impact</p>	<p><i>(See CCR and Graduation Trajectory Detail documents for calculations and</i></p>

<p>on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p><i>rationale.)</i> CCR Goal 2012-13: 2,400 additional students 2013-14: 384 additional students 2014-15: 317 additional students Total Additional Students: 3,101</p> <p>Graduation Goal 2012-13: 816 additional students 2013-14: 115 additional students 2014-15: 96 additional students Total Additional Students: 1,027</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) <i>(Delivery Chain)</i></p>	<p>Indicators for CCR</p> <ul style="list-style-type: none"> • Scores from PLAN show an increase in CCR proficiency (reported yearly). • As a result of the Commonwealth Commitment, district and school improvement planning should provide specific strategies and resources. • MUNIS reporting on district/school reporting on specific graduation strategies (annually) • tracking of IDEA and SIG funding for specific strategies for graduation and college readiness
<p>Resources and Support Available to Deliver on this Plan <i>(Delivery Chain)</i></p>	<p>Funding available – we can handle the routine communications, but if we are to broaden, would need additional money.</p>

Strategy 4: Targeted Interventions	
<p>Description <i>What it is, and why it was selected.</i></p>	<p>When students fail to make benchmarks on Educational Planning and Assessment System (EPAS) assessments, which are used to predict readiness for college work, interventions targeted to their areas of academic weakness should result in their becoming college-ready. Therefore, systematic implementation of strategies within Kentucky's Unified College and Career Readiness Plan include a focus on targeted interventions and supports for student learning.</p> <p>Kentucky's strategy is designed to build robust student intervention systems for students struggling to meet standards. Senior-level transitional courses represent the state's primary strategy to reduce remediation rates for students entering postsecondary upon graduation. Middle school transitional and bridging programs also will be designed to help with early intervention for students who do not meet ACT benchmarks on the EXPLORE assessment. KDE will continue to collaborate with GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) initiatives to help schools perform data analysis, make data-based decisions and build a college-going culture in schools.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<ul style="list-style-type: none"> • LEAs (Local Education Agencies) will need to implement transitional interventions in the school setting. • Educational cooperatives will partner with KDE to provide professional development training to LEAs. Co-ops also will provide guidance and technical assistance throughout the school year to the LEAs. • CPE (Council on Postsecondary Education) has been instrumental in partnering to complete the transitional course work and to help train postsecondary agencies about the nature and goals of the work. • GEAR-UP is a collaborative partner for KDE in raising awareness of EPAS (EXPLORE, PLAN, ACT) assessments, data analysis and college readiness.
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>Fall 2010</p> <ul style="list-style-type: none"> • Reading and mathematics transitional courses developed and disseminated. • Partner with the Southern Regional Education Board (SREB) to bring together various stakeholder groups. • Higher education faculty, district/school representatives and KDE staff met to design the courses for reading and math. • Design was based on course launched in previous year through higher education and local district partnerships. • Gain consensus from stakeholder groups on design for courses. <p>Winter 2011</p> <ul style="list-style-type: none"> • Professional development offered. • Publish and provide PD for courses for districts/schools.

	<p>Spring 2011</p> <ul style="list-style-type: none"> • Five content-area literacy webinars to assist with professional development for reading transitional course developed and delivered. <p>Summer 2011</p> <ul style="list-style-type: none"> • development and dissemination of writing transitional course • KDE training on targeted transitional interventions to educational co-operatives by August 31, 2011 <p>Fall 2011</p> <ul style="list-style-type: none"> • All high schools are required to provide a senior-level transitional course or intervention for students not meeting benchmarks on the ACT in reading and mathematics. • Educational cooperatives follow up training to LEAs by December 1, 2011. <p>Fall/Winter 2011</p> <ul style="list-style-type: none"> • Transitional and bridging programs targeting middle school students based on their EXPLORE scores developed and disseminated. • Collaborate with GEAR-UP on EPAS initiatives in addition to the middle school project. <p>Spring 2012</p> <ul style="list-style-type: none"> • dissemination of transitional and bridging programs to target middle school students (8th graders) based on their EXPLORE data <p>Summer 2012</p> <ul style="list-style-type: none"> • KDE will work through educational cooperatives to provide “train the trainer” guidance for the targeted transitional interventions for EXPLORE and PLAN. <p>Year 2012-2013</p> <ul style="list-style-type: none"> • implementation of entire system of interventions for students in the pipeline
<p>Annual Impact on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p>CCR Goal <i>(See CCR Trajectory Detail documents for calculations and rationale.)</i></p> <p>2010-11: 950 additional students 2011-12: 1,488 additional students 2012-13: 2,880 additional students 2013-14: 3,840 additional students 2014-15: 2,376 additional students</p> <p>Total Additional Students: 11,534</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) (Delivery Chain)</p>	<p>Indicators for CCR</p> <ul style="list-style-type: none"> • KYOTE/COMPASS scores of students who had an intervention available for upload into the KDE system monthly • Track number of students who participated in a transitional course from IC each semester. • feedback from district/school personnel related to implementation through co-ops twice per year • ACT retakes quarterly from ACT for those students who choose to retake on their own expense (quarterly)

<p>Resources and support Available to Deliver on this Plan <i>(Delivery Chain)</i></p>	<ul style="list-style-type: none"> • Number of seniors passing ACT (quarterly) <p>Funding needed: High School Targeted Intervention Training:</p> <ul style="list-style-type: none"> • If we host the training for the co-ops at the Transportation Cabinet building, assuming there was space available, then the meeting space would be free. • If we host the training for the co-ops at another location, cost for meeting space could be \$150. • Print material/folders/supplies - \$150 <p>Funding needed for:</p> <ul style="list-style-type: none"> • targeted intervention work for EXPLORE and PLAN • To develop a team to work on two more sets of courses (Middle Grades), we will need to pay mileage and substitute reimbursement. The estimate for four meetings for each team, with an additional six teams, would yield 24 meetings at approximately \$1,200 each, or \$28,800.
---	---

Strategy 5: Career Readiness Pathways	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>This strategy's intent is to operationalize the definition of career readiness in districts and schools. Using the National Academy Foundation (NAF) model, students will have access to and participate in college preparatory curriculum within career-themed academies.</p> <p>The goal of each academy is to provide a dual pathway for students — one path for college-bound and another path for those entering the industry workforce immediately. Students take a mixture of career and academic classes linked to academic and industry standards. These courses provide opportunities for students to earn industry recognized certification and obtain college credit from an accredited postsecondary institution. The rigorous curriculum combines a career focus while meeting some college entrance requirements for four-year colleges and universities. Students obtain a certificate/recognition upon completion of three or more courses in their academy at graduation, and many students are able to earn advanced standing for their academy course work, some of which are science, technology, engineering and math (STEM) related.</p> <p>Operationalizing an aligned career readiness definition, using a research-based model, will ensure rigorous career readiness pathways are available to students. Additionally, schools and districts will encourage students who may not otherwise be considered college- or career-ready to participate in these pathways.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<p>State lead, local and state chambers of commerce, community individuals, parents, prior students, school staff and administrators, district personnel, school-based council member, board member if possible, colleges, community college, local television station representative and others will create a solid base/foundation for the academy advising group.</p> <p>These individuals will be engaged through speaking engagements with students, webinars, quarterly meetings, conference calls and other events.</p> <p>Articulation agreements with:</p> <ul style="list-style-type: none"> • business partners to help with motivation and continued support through the process • educational institutions ensuring dual-credit opportunities <p>Other activities will include working with colleges on syllabi for courses and</p>

	<p>help with recruitment of middle school students.</p>
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>April 2011</p> <ul style="list-style-type: none"> notification to go out to districts/superintendents regarding NAF and how to proceed if interested <p>May 2011</p> <ul style="list-style-type: none"> NAF director/state lead to go to interested schools and give presentations <p>June 30, 2011</p> <ul style="list-style-type: none"> Letter of Intent needed by at least five schools to participate in the Year-of-Planning for 2011-12. <p>July 2011</p> <ul style="list-style-type: none"> School completes Academy Readiness Profile and a gap analysis of existing equipment and orders lacking equipment. <p>July/August 2011</p> <ul style="list-style-type: none"> PD for prospective schools and instructors <p>Fall 2011</p> <ul style="list-style-type: none"> Academies Planning Activities, including Web conferences, on-site visits and development of programmatic deliverables First local advisory board convened. Finalize program of study, student recruitment plans and class schedule requirements. <p>November 2011</p> <ul style="list-style-type: none"> deadline for NAF proposals <p>February 2012</p> <ul style="list-style-type: none"> NAF acceptance notifications <p>March 2012</p> <ul style="list-style-type: none"> Conduct student recruitment; develop school schedule supportive of academy goals and program integrity. <p>March/April 2012</p> <ul style="list-style-type: none"> notification to go out to districts/superintendents regarding NAF and how to proceed if interested <p>May 2012</p> <ul style="list-style-type: none"> NAF director/state lead to go to interested schools and give presentation <p>June 30, 2012</p> <ul style="list-style-type: none"> Letter of intent due from at least 10 new schools to participate in the Year of Planning for 2012-13. <p>July 2012</p> <ul style="list-style-type: none"> NAF Academy Instructors to attend Summer PD 2012 (not decided as to what and where this will be) – Summer Instructor Training Boot Camp. <p>July/August 2012</p> <ul style="list-style-type: none"> PD for prospective schools and instructors NAF Academies begin with students – August 2012 – first 9th-grade cohort begins. <p>2014-15</p> <ul style="list-style-type: none"> NAF Academies continue with increments of 10 academies per year. <p>***One grade per year is added to academies through graduation and fully</p>

	academy implementation.
<p>Annual Impact on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p><i>(See CCR and Graduation Trajectory Detail documents for calculations and rationale.)</i></p> <p>CCR Goal 2012-13: 32 additional students 2013-14: 51 additional students 2014-15: 37 additional students Total Additional Students: 119</p> <p>Graduation goal 2012-13: 29 additional students 2013-14: 28 additional students 2014-15: 20 additional students</p> <p>Total Additional Students: 77</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) <i>(Delivery Chain)</i></p>	<ul style="list-style-type: none"> • school enrollment – fall, annual – CCR & Grad • student enrollment – fall, annual – CCR & Grad • industry certification – annual - CCR • KOSSA – spring, annual - CCR • ACT- annual - CCR • end-of-course – annual – CCR • dual credit/dual enrollment – Grad • # students receiving dual credit who pass ACT benchmarks - Grad • # students enrolled in AP courses - CCR • # students taking AP exam - CCR • # students passing AP exam with a score of 3 or higher – CCR
<p>Resources and Support Available to Deliver on this Plan <i>(Delivery Chain)</i></p>	<p>Funding Available:</p> <ul style="list-style-type: none"> • \$6,000 per year membership for the number of schools identified

Strategy 6.1: Acceleration – AdvanceKentucky	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>While Kentucky’s dual credit/concurrent enrollment opportunities enable high school students to receive, simultaneously, both high school and college-level course credit, AdvanceKentucky accelerates students through the education system by providing opportunities for all students to attain college credit for qualifying scores on Advanced Placement (AP) exams.</p> <p>The goal is to increase access to and success in rigorous academic teaching and learning by implementing the proven National Math Science Initiative (NMSI) AP open enrollment model in as many schools as possible through AdvanceKentucky. This initiative is on track to provide access to all Kentucky public high schools through an application process over 10 cohorts with 20-25 new schools added annually starting in 2011. Cohort 4 was announced in April 2011 at a KBE meeting. The open enrollment approach is designed to recruit and support student populations traditionally underrepresented in AP, including minorities and students eligible for free/reduced-price meals.</p> <p>The hypothesis for creating an impact on the target indicators is that students who may not otherwise have access to nor be successful in AP courses will achieve readiness through student mentoring and rewards for academic achievement as evidenced by qualifying scores on AP exams.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<ul style="list-style-type: none"> • National Math and Science Initiative (NMSI) – provides funding and guidance for implementation of the Elements of Success program. • Kentucky Science and Technology Corporation (KSTC) – partnered with NMSI to implement the Elements of Success program in Kentucky. • LEAs that are part of AdvanceKentucky – receive guidance and funding to increase Advanced Placement participation and success in their schools, especially for traditionally underrepresented students.
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>Expansion Framework: AdvanceKentucky has designed a 10-cohort timetable for providing access to all interested Kentucky public high schools. At the current pace, at least 50 percent% of these high schools can be involved by 2014.</p> <p>2008-09: 12 schools 2009-10: 16 additional schools 2010-11: 16 additional schools 2011-12: 20 additional schools</p> <p>Six additional cohorts of 25 each will provide access to all Kentucky public high</p>

	<p>schools that wish to apply.</p> <p>School Application Cycle: Annual activities start with announcing the new application cycle in April with selected school visits starting in the fall, LOA negotiations in winter and spring, and announcement of new cohort schools in April.</p> <p><u>Participating Schools</u> For already participating schools:</p> <ul style="list-style-type: none"> • Student recruitment and AP course scheduling begins in the spring. • Teacher and administrator training occurs in the summer, including Laying The Foundation (LTF) pre-AP training. • Enrollment reporting occurs in September. • Equipment and supplies priorities are purchased in summer/fall. • Fall AP teacher training informed by Instructional Planning Reports on most recent AP exam results and teacher interests/needs. • Student study sessions begin with the new school year and run up to the AP exams. • Teacher mentors/AdvanceKentucky staff work with teachers throughout the school year; vertical team meetings occur throughout the year. • AP exams are ordered in March and taken in May; College Board reports score results beginning in July (available online). • AdvanceKentucky program-wide results announced in September in coordination with KDE. • Incentive payments based on score results are processed for students, teachers and school/administrators by end of November.
<p>Annual Impact on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p>CCR Goal <i>(See CCR Trajectory Detail documents for calculations and rationale.)</i></p> <p>2010-11: 908 additional students 2011-12: 1,301 additional students 2012-13: 1,531 additional students 2013-14: 1,798 additional students 2014-15: 1,929 additional students</p> <p>Total Additional Students: 7467</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency)</p>	<p>Indicators for CCR: Reported by schools each September and updated each spring:</p> <ul style="list-style-type: none"> • tracked by gender, ethnicity and free/reduced status <ul style="list-style-type: none"> ○ numbers of students enrolled in AP classes ○ numbers of students taking AP exams ○ numbers of students with qualifying scores of 3 or better

<p><i>(Delivery Chain)</i></p>	<ul style="list-style-type: none"> • Numbers of exams and qualifying scores for all AP are reported annually to KDE by the College Board.
<p>Resources and Support Available to Deliver on this Plan <i>(Delivery Chain)</i></p>	<p>Funding Available:</p> <ul style="list-style-type: none"> ○ AdvanceKentucky, in partnership with KDE, has raised sufficient matching funds from state and federal sources to support the program through 2011-12 school year to bring on four cohorts totaling 64 high schools. This includes both direct program and administrative costs. ○ \$50,000 has been identified annually to implement this work.

Strategy 6.2: Acceleration – Project Lead the Way	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>While Kentucky’s dual credit/concurrent enrollment opportunities enable high school students to receive, simultaneously, both high school and college-level course credit, Project Lead The Way (PLTW) accelerates students through the education system by providing opportunities to attain articulated college credit through successful completion of PLTW assessments.</p> <p>PLTW is a nationally-recognized middle and high school curriculum that focuses on project- and problem-based contextual learning aimed at cultivating student interest in pursuing careers in engineering and engineering technology. PLTW currently focuses on the development of STEM skills, preparing students for pre-engineering, bio-medical and energy-related postsecondary education. PLTW has been very successful in the 28 schools that have implemented the program:</p> <ul style="list-style-type: none"> • 80 percent of current high school seniors plan to go to college (the average in Kentucky is 63 percent). • 40 percent of former PLTW participants are studying engineering in college. • Across all demographic groups, PLTW students are more likely to go into STEM majors in college than other students. <p>The success rate of the program supports the hypothesis that expansion of the program will have an impact on the number of students college- and career-ready.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<p>Industry/Businesses(advise state and school districts; work with students on projects) Colleges/Universities</p>
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>Funding – comes biannually and annually depending upon sources.</p> <p>June-July</p> <ul style="list-style-type: none"> • Provide teacher training – UK. <p>July 1</p> <ul style="list-style-type: none"> • July 1 - position funding with KDE and PLTW grants <p>July</p> <ul style="list-style-type: none"> • Write RFA grant applications. • Roll out grants. <p>August</p> <ul style="list-style-type: none"> • Roll in grants and scan. <p>August-April</p> <ul style="list-style-type: none"> • Annually visit schools to certify. <p>September-December</p> <ul style="list-style-type: none"> • Honor grants and provide technical assistance. <p>October-November</p> <ul style="list-style-type: none"> • Provide administrative training – UK. • Attend annual PLTW Summit. • quarterly required reports from districts

<p>Annual Impact on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p>CCR Goal <i>(See CCR Trajectory Detail documents for calculations and rationale.)</i></p> <p>2010-11: 450 additional students 2011-12: 162 additional students 2012-13: 63 additional students 2013-14: 90 additional students 2014-15: 45 additional students</p> <p>Total Additional Students: 810</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) <i>(Delivery Chain)</i></p>	<ul style="list-style-type: none"> • program quarterly reports • annual report on KOSSA/ACT (KDE) • annual report on end of course assessments (PLTW) • annual report on end of program assessments (PLTW) • annual enrollment in related postsecondary programs (CPE) • annual demographic student data from TEDS (KDE) • annual student enrollment in PLTW courses (KDE/Infinite Campus) • annual report on CCR measures (KDE)
<p>Resources and Support Available to Deliver on this Plan <i>(Delivery Chain)</i></p>	<p>Funding Available:</p> <ul style="list-style-type: none"> • Three sources of funds are used to scale PLTW. They include \$650,000 each biennium from CPE, with \$50,000 going to UK; \$600,000 each biennium from the General Assembly for the Energy Engineering Technology Career Pathway; and, from the commissioner of education, \$600,000 each year. <p>Funding Needed:</p> <ul style="list-style-type: none"> • Expanding PLTW to all of Kentucky’s middle and high schools by 2020 and maintaining the program across the state would cost an estimated \$5 million annually. This includes start-up costs and professional development funds. <p>Personnel Needed:</p> <ul style="list-style-type: none"> • KDE: engineering state lead identified to be hired.

Strategy 7: Academic & Career Advising	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>Students need to have a sense of safety and belonging in order to be successful and reach their full potential. If basic needs aren't being met, academics, work, planning for the future and self-actualization are at the bottom of the priority list, especially if a student does not have a caring adult with whom to connect. Students in middle and high school, especially, can "feel insignificant, unknown or even lost" (Schanfield, 2010), which can greatly affect the students' ability to experience successes.</p> <p>In order for all secondary students to receive the support and guidance they need to make sound decisions regarding life after high school, KDE will create a system of academic and career advising based on national and state standards. Current research on advising /mentoring programs has shown that a well-developed, comprehensive program also can serve to reduce dropout rates, raise graduation rates and help pave the way for students to seek postsecondary pursuits after high school (Schanfield, 2010; Hodges, 2010). The Individual Learning Plan (ILP) provides a framework, and full implementation will result in more students graduating ready to pursue their goals.</p> <p>The hypothesis for impacting the target indicator is that as schools and districts support students in their decision-making and preparation for future goals, students will have greater access to those pathways that will enable them to be both college- and career-ready.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<ul style="list-style-type: none"> • Stakeholders include students, parents, schools, postsecondary institutions and both local and national employers. • Educational cooperatives convene counselor meetings during which counselors receive training on the toolkit. Counselors will train staff and community volunteers. • Students, parents and schools are engaged through the emphasis on preparing all graduates for life after high school through the ILP monthly newsletter; quarterly television, radio and newspaper exposure through the KNOWHOW2GO campaign; and by bi-monthly updates to stakeholders to be communicated through established channels.

<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>February 2011</p> <ul style="list-style-type: none"> • Increase school staff awareness and engagement in the ILP. • Online professional development for content teachers starts 2/9/2011 and ends 3/30/2011. <p>March 2011</p> <ul style="list-style-type: none"> • Advising Toolkit • routing for KDE approval March 1, 2011 • available to all schools via the KDE website • Advising Focus Group meets March 23, 2011. <p>May 2011</p> <ul style="list-style-type: none"> • Operation Preparation Steering Committee is formed and meets. <p>June 2011</p> <ul style="list-style-type: none"> • Steering committee meets to begin work on Operation Preparation Toolkit components. • Communications team begins work on logo and communications plan. <p>July 2011</p> <ul style="list-style-type: none"> • Letter sent to districts from Workforce Investment Commissioner Beth Brinly and Education Commissioner Terry Holliday announcing Operation Preparation. <p>October 2011</p> <ul style="list-style-type: none"> • Advising Week Toolkit complete and available on the KDE website. <p>November/December 2011</p> <ul style="list-style-type: none"> • Cooperatives host counselor meetings for "Train the Trainer" sessions on the Operation Preparation toolkit. <p>January 2012</p> <ul style="list-style-type: none"> • Districts provide training to volunteers for Operation Preparation. <p>March 2012</p> <ul style="list-style-type: none"> • Operation Preparation deployed: 100,000 +/- students in grades 8 and 10 receive college and career advising from community volunteers. Advising is aligned with each student's ILP and EXPLORE/PLAN scores. <p>April 2012</p> <ul style="list-style-type: none"> • Begin development of Models for Systems of Advising and parallel PD plan. • ILP Curriculum Alignment Toolkit developed (complete by June 2012). <p>August 2012</p> <ul style="list-style-type: none"> • Implement statewide PD plan for Models for Systems of Advising and Advising Toolkit or sustainability and to build capacity.
<p>Annual Impact on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p>College & Career Readiness <i>(See CCR Trajectory Detail documents for calculations and rationale.)</i></p> <p>2011-12: 149 additional students 2012-13: 480 additional students 2013-14: 1,536 additional students 2014-15: 1,901 additional students Total Additional Students: 4,066</p>

<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) <i>(Delivery Chain)</i></p>	<ul style="list-style-type: none"> • feedback loop from local P16 for Operation Preparation • Monitor ILP statistics to determine increased usage by students and parents: <ul style="list-style-type: none"> • 2011-12 school year page views/ log-ins for students in grades 8 and 10 as compared to 2010-12 school year • 2011-12 parent reviews for students in grades 8 and 10 as compared to 2010-11 school year • Monitoring of the ILP student survey currently required for completion at the end of each year.
<p>Resources and support Available to Deliver on this Plan <i>(Delivery Chain)</i></p>	<p>Funding Available:</p> <ul style="list-style-type: none"> • \$ 365,000 to provide the ILP to all secondary students <p>Funding Needed:</p> <ul style="list-style-type: none"> • \$ 2,000 annual cost to provide PD to eight co-ops twice per year (mileage/hotel/meals for one consultant) in order to ensure sustainability of comprehensive advising for all secondary students and Operation Preparation every spring

Strategy 8: District 180	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>The Office of District 180 provides educational recovery services that focus on the schools and districts identified for school improvement. The hypothesis for creating an impact on the target indicator is that providing supports and raising expectations for students in the lowest-achieving schools will result in more of these students graduating and being ready for college and careers.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<ul style="list-style-type: none"> • persistently low-achieving (PLA) schools (as defined in KRS 160.346 and Federal Title I, Section 1003(g) language • school districts that contain the PLA schools
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>Annually:</p> <ul style="list-style-type: none"> • Identify schools/districts for educational recovery. • Perform Leadership Assessments. • Provide state support to identified education recovery districts and schools. • Provide support/services for school improvement planning. • Provide annual communication. <p>Seasonal</p> <p>Winter</p> <ul style="list-style-type: none"> • School Improvement Grant (SIG) application due. <p>Spring</p> <ul style="list-style-type: none"> • School Improvement Grant (SIG) application approved. <p>Summer</p> <ul style="list-style-type: none"> • Education Recovery Staff training and certifications
<p>Annual Impact on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p><i>(See CCR and Graduation Trajectory Detail documents for calculations and rationale.)</i></p> <p>College & Career Readiness Goal 2010-11: 66 additional students 2011-12: 150 additional students 2012-13: 380 additional students 2013-14: 488 additional students 2014-15: 573 additional students Total Additional Students: 1,658</p> <p>Graduation Goal 2010-11: 98 additional students 2011-12: 176 additional students 2012-13: 289 additional students 2013-14: 341 additional students 2014-15: 312 additional students Total Additional Students: 1,215</p>

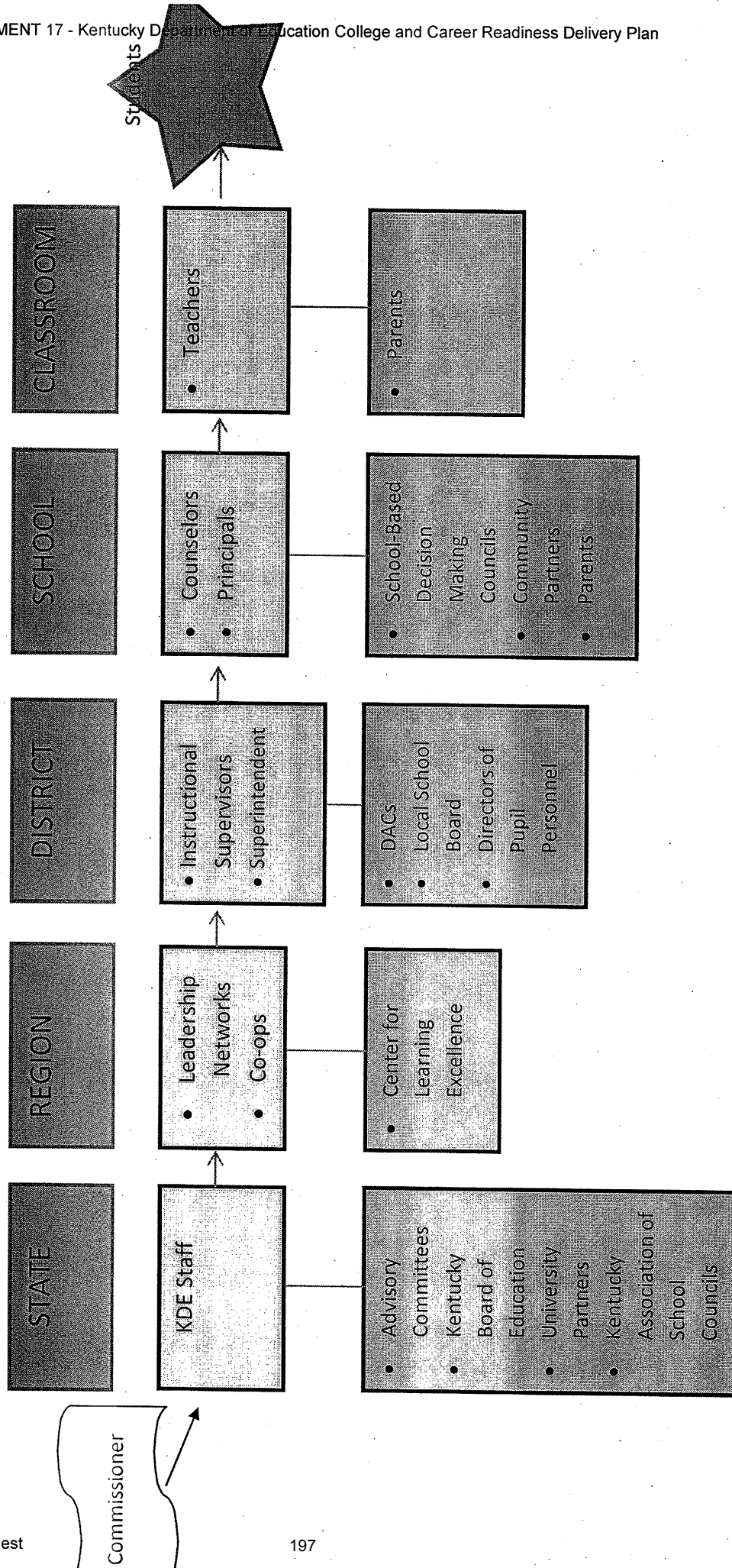
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) (Delivery Chain)</p>	<ul style="list-style-type: none"> • progress towards school established achievement targets using interim benchmark assessments (i.e. MAP, ThinkLink). • Each school is required to provide quarterly updates on progress towards annual goals. • graduation rate • CCR rate • Gap Reduction
<p>Resources and Support Available to Deliver on this Plan (Delivery Chain)</p>	<p>Funding Available:</p> <ul style="list-style-type: none"> • \$450,000 <p>Funding Needed:</p> <ul style="list-style-type: none"> • \$ 4 million <p>Funding for Educational Recovery Specialists must come from school district use of School Improvement Grant funds.</p> <p>Personnel Available:</p> <ul style="list-style-type: none"> • 3 Educational Recovery Directors • 10 Educational Recovery Leaders • 20 Educational Recovery Specialists <p>Personnel Needed:</p> <ul style="list-style-type: none"> • 24 new Educational Recovery Specialists per year

Strategy 9: Pathways to Student Success	
<p>Description <i>What is the strategy? What is the hypothesis on how it will impact the goal?</i></p>	<p>Innovative Pathways to Student Success is defined as activities for students assigned to alternative campuses, centers or classrooms designed to remediate academic performance, improve behavior and/or provide an enhanced learning experience. Typically, alternative programming is designed to meet the needs of students that cannot be addressed in a traditional classroom setting.</p> <p>Early college is an example of an innovative pathway to graduation. Early colleges are focused on improving postsecondary opportunities for students by providing them the chance to exit high school with a diploma and a substantial amount of college credit. Early colleges are primarily focused on serving students at risk of dropping out or students who may be first-in-family college-goers or English language learners. For this reason, early colleges have the potential for improving the college and career readiness rate.</p>
<p>Stakeholders <i>Who are the relevant stakeholders and how will they be engaged?</i></p>	<p>KDE, higher education partners and six initial Early College Planning Sites</p>
<p>Key Milestones or Activities & Detailed Timeline for Implementation</p>	<p>Six identified pilot districts will be designing and planning their early college programs in 2011-12. Full implementation will occur in 2012-13.</p> <p>Winter 2011</p> <ul style="list-style-type: none"> • Six pilot sites identified and awarded \$100,000 planning grants. <p>Spring & Fall 2011</p> <ul style="list-style-type: none"> • Districts design implementation plan for early college programs. • Draft and present regulation to the Kentucky Board of Education for first read. (August 2011) • Stakeholder input on regulation and begin drafting guidance. (August-September 2011) • Revise and present regulation to the Kentucky Board of Education for final approval and continue drafting guidance. (October 2011) <p>Winter 2011</p> <ul style="list-style-type: none"> • Innovative Pathways to Graduation regulation public review and legislative review occurs. <p>Spring 2012</p> <ul style="list-style-type: none"> • Initial implementation activities begin, including first coursework and orientation for students.

	<ul style="list-style-type: none"> • Complete guidance and professional development to support regulation implementation. <p>Fall 2012</p> <ul style="list-style-type: none"> • First cadre of students participates full-time in Early College Program. • Full implementation of regulation and guidance occurs.
<p>Annual Impact on Indicators (trajectory) <i>How many additional students will be impacted by strategy each year?</i></p>	<p><i>(See CCR and Graduation Trajectory Detail documents for calculations and rationale.)</i></p> <p>College & Career Readiness Goal 2012-13: 34 additional students 2013-14: 30 additional students 2014-15: 30 additional students Total Additional Students: 94</p> <p>Graduation Goal 2012-13: 25 additional students 2013-14: 17 additional students 2014-15: 12 additional students Total Additional Students: 54</p>
<p>Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) (Delivery Chain)</p>	<p>Indicators for CCR & Graduation To be collected annually:</p> <ul style="list-style-type: none"> • # of students entering EC programs • # of students entering EC programs not CCR • # of students exiting EC programs CCR • change in dropout and grad rates
<p>Resources and Support Available to Deliver on this Plan (Delivery Chain)</p>	<p>Funding Available:</p> <ul style="list-style-type: none"> • \$600,000 for six planning grants <p>Funding Needed:</p> <ul style="list-style-type: none"> • \$300,000 annually per site to sustain program <p>Personnel Available:</p> <ul style="list-style-type: none"> • director of Division of Community and Partner Engagement (David Cook)

Delivery Chain

The delivery chain below indicates the people (and organizations) that are responsible for implementing the strategies above. Those in green have primary responsibility, while those in yellow have influence on how the strategies are implemented.



Significant Obstacles and Risk Management

Feedback from internal and external stakeholders indicates the following significant and primary obstacles and risks to successful delivery and the efforts to mitigate these risks.

	RISK	MITIGATION
Complexity	<p>The messages surrounding the roll-out and implementation of strategies may tend to be inconsistent.</p> <p>Fidelity of implementation is associated with a lack of mandates.</p>	<p>The state needs to ensure a common message across the agency related to the delivery of these strategies. This should be ongoing and roll out to districts at both the district and building levels.</p> <p>Reporting and feedback from surveys is critical, and while KDE may not be able to mandate all reporting related to strategies not associated with statute, the agency should employ the power of social pressure and PR to reward those schools and districts utilizing multiple strategies effectively.</p>
Funding Flows	<p>Training Costs</p> <p>State funding to keep pace with each strategy has not been fully identified and may limit the pace of expansion.</p> <p>Funding cliff awaits as state dollars have been zeroed out and federal School Improvement Grant dollars are uncertain.</p>	<p>Budget for Training</p> <p>Must look for potential alternative funding sources (i.e. grants, repurpose of existing funds).</p>
Feedback Loops	<p>Multiple connections are needed within the feedback loop – from KDE to classroom to KDE.</p>	<p>Ensure each strategy has identified specific reporting / communication tools and protocols – defined process.</p>
Choke-Points	<p>Trickle-Down Training</p> <p>Instructional supervisors are overloaded and are identified within many delivery chains.</p> <p>Identify and maintain information on school-level contacts.</p> <p>There is limited KDE-level staff to support districts.</p>	<p>Electronic Training</p> <p>Include instructional supervisors in training and guidance communication.</p> <p>Utilize co-ops for data and collect data through school-level contacts.</p> <p>Cross-train KDE staff and share knowledge.</p>

Additional Initiatives Supporting the Work

While the above strategies are those currently identified within the Unified College and Career Readiness Plan as either high-yield or as models of system change representative of KDE's vision for College and Career Readiness, the work of the Unified Plan itself represents a broader system of reform. Additional work supporting this delivery unit includes the following:

Strengthening the development and support of Kentucky's academic core to ensure rigorous and relevant standards so that students are challenged while receiving the supports necessary to be remain on-target to graduate college- and career-ready:

- continued development and adoption of *Kentucky Core Academic Standards* in all content areas
- development and dissemination of a model curriculum framework
- continued development of a Kentucky Numeracy Initiative
- development and implementation of SREB math integrated course (informatics)
- aligning Perkins work for the purpose of elevating career readiness

Strengthening school readiness/ready schools in Kentucky to ensure students begin their academic careers focused and on-target:

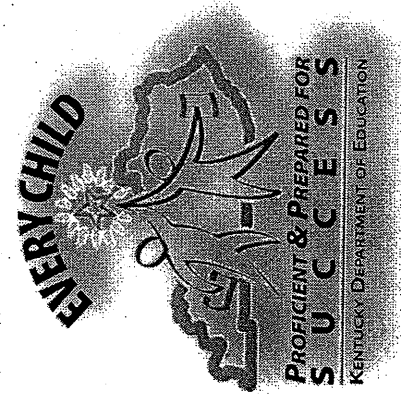
- adoption and dissemination of a school readiness definition with the Early Childhood Development Authority, KBE, Great by 8 regional teams, partners and community
- identifying and disseminating features of, and best practices for, ready schools to districts, early childhood partners, higher education, policy makers and other stakeholders
- continued alignment of revised early childhood standards
- implementation of Kentucky's recommended kindergarten/school readiness assessment/screener tools

KENTUCKY LEADERSHIP NETWORKS TIMELINE 2010-2013

Each network will be focused on developing participants' role-specific understandings, abilities and leadership skills that are necessary to implement *Kentucky's Core Academic Standards* within the context of *Highly Effective Teaching and Learning* practices with a particular emphasis on *Assessment Literacy*.

GOAL: Ensure that every participant has a clear understanding of how to translate Kentucky's Core Academic Standards into clear learning targets *in order to* design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences.

July-Aug 2010	Sept- Dec 2010	Jan-May 2011	June-July 2011	Aug-Dec 2011	Jan-May 2012	June-July 2012	Aug 2012-June 2013
<p>Networks Launch – orientation to:</p> <ul style="list-style-type: none"> •Kentucky's Core Academic Standards •Assessment Literacy •Highly Effective Teaching and Learning 	<ul style="list-style-type: none"> •Reaching consensus with colleagues on the meaning of each standard in terms of its expected depth and breadth •Deconstructing Kentucky's Core Academic Standards into clear learning targets •Planning and reflecting on their own/others' teaching using the Characteristics of Highly Effective Teaching and Learning as a guide 	<ul style="list-style-type: none"> •Reviewing and editing the deconstructed standards •Understanding characteristics of high quality formative and summative assessments and how to utilize resulting data effectively to improve teaching and learning •Engaging in 'gap analysis' for transition from old standards/curricula to new •Sharing highly effective teaching and learning strategies and resources 	<ul style="list-style-type: none"> •Finalizing implementation plans for 2011-12 school year •Working collaboratively on model maps/pacing guides •Planning quality learning experiences/assessments around KCAS for first semester of year •Populating an online repository for instructional resources for all Kentucky teachers/leaders to access 	<ul style="list-style-type: none"> •Designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative(LDC)/Mathematics Formative Assessment Lesson (FAL) models •Planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction •Selecting evidence-based strategies and resources to enhance instruction •Supporting other educators as they try out these same processes/strategies in their own classrooms •Populating an online repository for instructional resources for all Kentucky teachers/leaders to access 	<ul style="list-style-type: none"> •Reflecting on 1st year implementation of standards •Revising pacing guides/maps •Refining LDC/FAL assessment and learning tasks for wider implementation •Designing additional LDC/FAL-like modules/tasks 	<ul style="list-style-type: none"> •Teacher Leaders support others in their schools/districts in the effective implementation of LDC/FAL modules/tasks •Field-test/refine newly designed tasks/modules 	



KDE:ONxGL: KK (fcs) February 2011

CONTENT LEADERSHIP NETWORKS YEAR-AT-A-GLANCE

(note- these are estimations of when participants will begin to work on these targets—some likely will extend into subsequent meetings)

Leadership Networks Vision

Every school district in the Commonwealth of Kentucky has a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning and assessment practices in every classroom, every day. (Result: Every Student Proficient and Prepared for Success!)

Network Overarching Goal

All participants will understand how to translate Kentucky's Core Academic Standards into clear learning targets in order to design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences.

MONTH	TARGETS	PROCESSES/RESOURCES/DELIVERABLES	FOLLOW-UP ACTIONS
October	<ul style="list-style-type: none"> Deconstruct KCAS (when necessary) into Learning Targets Learn/practice formative assessment strategies 	<ul style="list-style-type: none"> Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL Strong/Weak Models of Deconstructed Standards 	<ul style="list-style-type: none"> Deconstruct assigned standards before next meeting Read Chapter 4 in CASL
November	<ul style="list-style-type: none"> Deconstruct KCAS (when necessary) into Learning Targets Identify instructional and/or assessment tasks/items that align to targets Identify effective strategies for Teacher Leaders to lead deconstruction at the grade/school/district levels 	<ul style="list-style-type: none"> Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL Strategies for facilitating the deconstruction process at the local level 	<ul style="list-style-type: none"> Read Chapters 5 and 6 in CASL Select or design one selected response and one extended written response item to align with one selected target
December	<ul style="list-style-type: none"> NO MEETING 	<ul style="list-style-type: none"> Posted Deconstructed Standards Model for KCAS ELA/Mathematics, K-12 Posted strong/weak annotated models of assessment items/tasks with identified targets 	

KDE:OTL: kk September 2010

<p>January</p>	<ul style="list-style-type: none"> • Sequence targets into progressions for teaching/learning • Design test blueprints/analyze assessments • Analyze resources/materials for quality 	<ul style="list-style-type: none"> • Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL • Filters/Criteria for evaluation of support resources for quality and alignment • Examples/Non-examples of formative assessment practices 	<ul style="list-style-type: none"> • Read Chapter 12 in CASL
<p>February</p>	<ul style="list-style-type: none"> • Analyze assessment items for quality and alignment • Select/design instructional experiences that align to targets • Provide feedback that moves learners forward • Engage students in self-reflection and tracking progress • Learn/share formative assessment strategies 	<ul style="list-style-type: none"> • Posted examples/non-examples of feedback • Posted strategies for providing feedback • Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL 	<ul style="list-style-type: none"> • Read Chapter 13 in CASL
<p>March</p>	<ul style="list-style-type: none"> • Select/design assessment tasks/items/instructional experiences that align to targets • Learn/share formative assessment strategies 	<ul style="list-style-type: none"> • Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL • Posted examples of quality, aligned instructional plans for particular standards/targets at each level 	
<p>April/May</p>	<ul style="list-style-type: none"> • NO MEETING (unless make-up day is necessary) 		
<p>June/July</p>	<ul style="list-style-type: none"> • TBA – based on progress/feedback 	<ul style="list-style-type: none"> • Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL 	

*Senate Bill 1 (2009) calls for the creation of a MODEL CURRICULUM FRAMEWORK (for example, *Transformations* was our Curriculum Framework for KERA). The RESOURCES and DELIVERABLES created/shared within the networks will become *part* of that MCF. The MCF, then, will provide valuable information, resources, and examples as local districts develop their own curricula.

KDE:OTL: kk September 2010

Kentucky Leadership Networks: 2011-12 Year-at-a-Glance

	Instructional Support		English Language Arts		Mathematics	
	Focus	Follow-up	Focus	Follow-up	Focus	Follow-up
September	<ul style="list-style-type: none"> Re-Establish purpose for <i>Instructional Support Leadership Network (ISLN)</i> and relationship with the content leadership networks Describe the <i>design and intent of Literacy Design Collaborative(LDC)/Formative Assessment Lessons (FALs)</i> and their 'fit' with network goals 	<ul style="list-style-type: none"> Visit Teacher Leader Classrooms to see LDC/FALs in practice Bring some questions/ observations to November meeting Review <i>Assessment Balance and Quality (ABQ) Action 3/Competency 2</i> 	<ul style="list-style-type: none"> Introduction to <i>Literacy Design Collaborative (LDC)</i> as a strategy for highly effective teaching and learning to implement KCAS <i>Writing an argument</i> Making <i>explicit connections</i> among the KCAS ELA Strands <i>21st century learning and communications (CHETL)</i> Individual Growth Targets 	<ul style="list-style-type: none"> Create an LDC task Reflect on new Writing Instruction Information 	Orientation of <i>Mathematics Formative Assessment Lessons (FALs)</i> with connections to formative assessment process <ul style="list-style-type: none"> Intro to <i>FAL (Problem-solving task)</i> Formative assessment as <i>process</i> Feedback to move learners forward (CHETL) Choosing <i>cognitively demanding tasks</i> – analyzing tasks (becoming a <i>critical consumer of tasks</i>) Content Connection: <i>Number and Algebraic Thinking</i> 	<ul style="list-style-type: none"> Successfully implement a formative assessment cycle (short, medium, and long term) Identify the cognitive demand of a task and modify as needed. In <i>PLC/School/District</i> <ul style="list-style-type: none"> Facilitate a discussion around the formative assessment process (short, medium, long term)- consider using NCTM research brief Begin building the capacity of others to identify the cognitive demands of a task and to modify as needed. Describe the design and purpose of a FAL Begin building the capacity of others to identify the cognitive demands of a task and to modify as needed. Read/Review: CASL ch 8
October	<ul style="list-style-type: none"> Identify <i>CHETL in action</i> and CONNECTED to other 'work' See evidence of CHETL in <i>Teacher Effectiveness Frameworks OR</i> Focus on Instructional Core and CHETL Connections <ul style="list-style-type: none"> share specific 'look fors' in <i>teacher leader classrooms</i> (and expected 'results') Identify elements/key features of "argumentation" and of "number: operations and algebraic thinking—to—functions." Develop a "critical consumer" stance to judge resources for congruency to KCAS (vs merely correlated). 	<ul style="list-style-type: none"> Formative assessment process within <i>LDC instructional ladder</i> Feedback strategies 21st century learning and communications(CHETL) Critical consumers of texts and resources Individual Growth Targets 	Inner working of a FAL: Equating the 5 strategies of FAL to 7 strategies of CASL and to CHETL <ul style="list-style-type: none"> Review FAL framework Connect to 5 → 7 → CHETL Feedback Formative assessment process with <i>Good Questions</i> books Content Connection: Number and Algebraic Thinking 	<ul style="list-style-type: none"> Try out task 2 in classroom 	Inner working of a FAL in your own classroom, return in November with examples of student work <ul style="list-style-type: none"> Read/Review: CASL ch 8 Personal Communication 	
November	<ul style="list-style-type: none"> Analyze LDC/FAL teacher/student work products for <i>transferable learning</i> and strategies that can be scaled to other teachers/content areas Reach consensus on strong and weak examples of teacher/student characteristics within CHETL <i>Instructional</i> 	<ul style="list-style-type: none"> Look for strong examples of instructional rigor and student engagement; come to next mtg. prepared to share/discuss 	<ul style="list-style-type: none"> <i>Literacy Design Collaborative:</i> Analyzing, scoring and providing feedback on student work (CASL and CHETL) 21st century learning and communications(CHETL) Individual Growth Targets/reflection 	<ul style="list-style-type: none"> Scoring of student work, feedback, talking with colleagues about high and low points 	Inner working of <i>Formative Assessment Lessons:</i> Engineering effective discussion and providing effective feedback <ul style="list-style-type: none"> Feedback and questioning (CHETL) Engineering effective discussions(CHETL) Analyzing FAL work Content Connection: Number and 	<ul style="list-style-type: none"> Read/Review: CASL ch 9 Communicating Results

	<p>rigor and student engagement (connect to Assessment Balance and Quality (ABQ) Action 6) ✓ Make explicit connections to Teacher/Principal Effectiveness Frameworks</p>	<p>✓ Review Assessment Balance and Quality Action 6/Competency 4</p>	<p>✓ Analyzing student work from implemented LDC Template Task</p> <ul style="list-style-type: none"> Provide feedback that moves learners forward (CHETL/CASL) 21st century learning and communication (CHETL) Individual Growth Targets/reflection 	<p>✓ Practice descriptive feedback and using data from work to inform instruction</p> <p>✓ Preview LDC task 11</p>	<p>Algebraic Thinking</p>	<p>✓ Read/Review: CASL ch 12</p>
<p>January</p>	<p>Analyze student work thru lens of Tuning Protocol in order to provide feedback for growth and determine next instructional steps</p> <ul style="list-style-type: none"> Reach consensus on strong and weak examples of teacher/student characteristics within CHETL Classroom Assessment and Reflection (Connect to ABQ Action 4) Make explicit connections to Teacher/Principal Effectiveness Frameworks: Multiple Measures and Guiding Questions PGES Field Test Update 	<p>✓ Look for strong examples of Assessment & Reflection characteristics; come to next mtg. prepared to share/discuss</p> <p>✓ Review Assessment Balance and Quality Action 4/Comps. 2,3, 6</p>	<p>• Informative writing and connection to new LDC Template Tasks</p> <ul style="list-style-type: none"> 21st century learning and communications (CHETL) Individual Growth Targets – Connections to Teacher Effectiveness Framework 	<p>✓ Try out task 11 in classroom, return in March with student work scored</p>	<p>Inner working of FAL: Reflection of 5 strategies of FALS (CHETL)</p> <ul style="list-style-type: none"> Engineering effective discussions Revisit – test blueprint and self-reflection Review planning and pacing at target level Content Connection: Number and Algebraic Thinking 	<p>• Try out a FAL in your own classroom, return in March with examples of student work</p>
<p>February</p>	<p>Using data to improve teaching/learning (classroom, school, district, Tell Kentucky, etc.)</p> <ul style="list-style-type: none"> Teacher/Principal Effectiveness Frameworks: Multiple Measures Tools 	<p>✓ Review Tell KY data for implications for improving teaching/learning</p> <p>✓ ABQ Action 7/Competency 5</p>	<p>• Reviewing quality tasks (protocol): Looking for LDC Characteristics</p> <ul style="list-style-type: none"> Student work to jury quality of teaching tasks 21st century learning and communications (CHETL) Individual Growth Targets and relationship to Goal setting/self-reflection (Teacher Effectiveness) 	<p>✓ Try out task 11 in classroom, return in March with student work scored</p>	<p>Enhancing your Instructional Practice (CHETL)</p> <ul style="list-style-type: none"> FAL #2 CASL self-reflection from January Content Connection: Number and Algebraic Thinking Connections of CHETL/FALS to Teacher Effectiveness Framework 	<p>• Try out a FAL in your own classroom, return in March with examples of student work</p>
<p>March</p>	<p>Teacher/Principal Effectiveness Frameworks: Multiple Measures- Observation Tools, Artifacts, Evidences</p> <ul style="list-style-type: none"> To be determined 		<p>TBD –based on feedback</p>		<p>Reflection and Revising Implemented FALS (CHETL)</p> <ul style="list-style-type: none"> Reflect on FAL #2 including questioning and engineering effective discussion FAL revisions Connections of CHETL/FALS to Teacher Effectiveness Framework 	
<p>Summer 2012</p>	<p>TBD - Statewide Meeting with Kentucky Leadership Academy targeting all district and building leaders</p>		<p>TBD –based on feedback</p>		<p>TBD –based on feedback</p>	

1 **Education and Workforce Development Cabinet**

2 **Kentucky Board of Education**

3 **Department of Education**

4 **(Amended After Comments)**

5 **703 KAR 5:200. Next-Generation Learners.**

6 RELATES TO: KRS 158.6451

7 STATUTORY AUTHORITY: KRS 158.6453; KRS 158.6455

8 NECESSITY, FUNCTION, AND CONFORMITY:

9 KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced
10 statewide assessment program that measures the achievement of students, schools and districts,
11 complies with the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its
12 successor and ensures accountability.

13 Section 1. Kentucky's Accountability System. (1) Kentucky's accountability system to classify
14 schools and districts shall consist of four components:

15 (a) Next-Generation Learners;

16 (b) Next-Generation Instructional Programs and Support;

17 (c) Next-Generation Professionals; and

18 (d) Next-Generation Schools/Districts.

1 Section 2. Next-Generation Learners. (1) The Next-Generation Learners component of
2 Kentucky's accountability system shall report data for schools and districts in the following
3 categories:

- 4 (a) Achievement;
- 5 (b) Gap;
- 6 (c) Individual Student Growth;
- 7 (d) Readiness for College or Career; and
- 8 (e) Graduation Rate.

9 (2) Data from individual student performance on state assessments administered as required in
10 KRS 158.6451 and KRS 158.6453 shall be included in the Next-Generation Learners
11 component. This data shall include students with disabilities who participate in the alternate
12 assessment program.

13 (3) Data in reporting categories shall be attributed to grade level spans for schools and districts as
14 follows:

- 15 (a) Elementary schools shall receive a total number of points from Achievement, Gap, and
16 Individual Student Growth;
- 17 (b) Middle schools shall receive a total number of points from Achievement, Gap, Individual
18 Student Growth, and Readiness for College;
- 19 (c) High schools shall receive a total number of points from Achievement, Gap, Individual
20 Student Growth, Readiness for College or Career, and Graduation Rate.

21 Section 3. Calculations for Reporting Categories. (1) Achievement shall be reported in Next-
22 Generation Learners as follows:

1 (a) In elementary, ~~and~~ middle and high schools, for each content area of Reading, Mathematics,
2 Science, Social Studies, and Writing one (1) point for each percent of students scoring proficient
3 or distinguished shall be awarded. One-half (.5) point shall be awarded for each percent of
4 students scoring apprentice. Points shall not be awarded for novice students.

5 (b) A bonus for distinguished performance shall be calculated. The bonus formula shall consider
6 both the percent of students scoring at distinguished and at novice so that a bonus for
7 distinguished student performance shall not overcompensate for novice student performance.

8 Each percent of students scoring distinguished receives an additional one-half (.5) point and each
9 percent of students scoring novice receives a negative one-half (-.5) point. The value generated
10 for novice shall be combined with the value generated for distinguished. For schools and districts
11 with a higher distinguished value, the difference between the two values shall be added to the
12 achievement calculation as a bonus for distinguished. For schools and districts with a higher
13 novice value, points shall not be added to the achievement calculation. The distinguished bonus
14 shall not allow the content area value for a school or district to exceed 100 percent.

15 ~~[(c) In high schools, each state required End of Course test shall earn one (1) point for each
16 percent of students scoring at or above the passing benchmark set by the technical specifications
17 of each test. One half point (.5) is awarded for each percent of students scoring within a range
18 below the benchmark. Points shall not be awarded for students falling below the minimal range.]~~

19 (c) ~~[(d)]~~ High school end of course test results may be used for a percentage of a student's final
20 grade in the course. If the district or school council's policies do not include end of course
21 grades in the grading policy or if the end of course grade percentage is less than twenty percent
22 (20%), the district shall submit an annual report to the Commissioner that provides justification

1 for not using end of course exams for at least twenty percent (20%) of a student's final grade in
2 the course. The report shall be submitted to the Commissioner on or before December 31.

3 (2) Gap shall be reported in Next-Generation Learners as follows:

4 (a) A single gap group called the Non-duplicated Gap Group shall be created. This group shall
5 consist of an aggregate, non-duplicated count of students in traditionally lower performing
6 groups. The Non-duplicated Gap Group shall include students in the following demographic
7 categories:

8 (1) African American;

9 (2) Hispanic;

10 (3) American Indian/Native American;

11 (4) Limited English Proficiency;

12 (5) Students in Poverty based on qualification for Free/Reduced Lunch; and

13 (6) Students with disabilities that have an Individualized Education Plan (IEP).

14 (b) For each tested content area, students scoring proficient or higher in the Non-duplicated Gap
15 Group shall be summed. The sum shall yield a single gap number of students proficient or
16 higher with no student counting more than one time and all students in the included groups shall
17 be counted once.

18 (c) The Non-duplicated Gap Group shall have a minimum of 10 students per content area in the
19 school or district in order to report Gap data.

20 (d) A maximum total of 500 points shall be awarded for gap. The points shall be distributed
21 equally among the content areas tested.

22 (3) Individual Student Growth shall be reported in Next-Generation Learners as follows:

23 (a) Individual Student Growth shall be computed based on a Student Growth Percentile model.

1 (b) At elementary and middle schools, calculations shall include scores from students with data
2 from reading assessments across two years and mathematics assessments across two years.

3 (c) At high school, calculations shall include scores from students with data from College
4 Readiness reading and mathematics assessments across two years.

5 (d) One (1) point shall be awarded for each student that shows typical or high growth in reading
6 and one (1) point shall be awarded for each student that shows typical or high growth in
7 mathematics. Typical yearly growth shall be at least the 40th student growth percentile or higher.
8 Points shall not be awarded for students showing lower than typical growth.

9 (e) For elementary, middle and high schools, total points shall be 100 for each content area of
10 reading and mathematics for a total of 200.

11 (4) Readiness for College or Career shall be reported in Next-Generation Learners as follows:

12 (a) A readiness percentage for each high school shall be calculated by dividing the number of
13 high school graduates that have successfully met one indicator of readiness by the total number
14 of graduates. An individual student shall only be attributed to the calculation one time.

15 (b) The indicators of readiness shall include students meeting:

16 1. [~~1~~] the Kentucky Council on Postsecondary Education's Systemwide Benchmarks on the
17 ACT in Reading, English and Mathematics; or

18 2. [~~2~~] the Kentucky Council on Postsecondary Education's College Placement Test
19 Benchmarks; or

20 3. [~~3~~] the Career Measures as defined by the Kentucky Board of Education.

21 (c) An individual student meeting both Benchmarks on the ACT or College Placement Test and
22 Career Measures shall earn a bonus of one-half (.5) point in the calculation of the readiness

1 percentage. The bonus shall not allow the calculation of the readiness percentage for a school or
 2 district to exceed 100 percent.

3 (d) [(e)] For middle schools, a college readiness percentage shall be calculated by determining
 4 the percentage of students who meet the ACT EXPLORE Benchmarks for Reading, English and
 5 Mathematics.

6 (e) [(d)] For middle schools, the percent of students in each tested area of Reading, English and
 7 Mathematics meeting the benchmark score shall be averaged. This value shall be reported as the
 8 middle school college readiness percentage.

9 (5) Graduation Rate shall be reported in Next-Generation Learners as follows:

10 (a) Graduation rate shall be computed using the Averaged Freshman Graduation Rate for the
 11 years of 2011-2012 and 2012-2013. The Cohort Graduation Rate shall be computed beginning
 12 with the 2013-2014 year.

13 (b) The Graduation Rate for each school and district shall be reported publicly by the
 14 Department in the Next-Generation Learners component. Graduation Rate data shall be lagged
 15 one year for reporting.

16 (6) The total points for Next-Generation Learners shall be awarded as follows:

17 (a) The total number of points earned in each category of Achievement, Gap, Individual Student
 18 Growth, Readiness for College or Career, and Graduation Rate shall be weighted in the
 19 following manner:

Grade Range	Achievement	Gap	Growth	Readiness for College or Career	Graduation Rate	Total
Elementary	30	30	40	n/a	n/a	100
Middle	28	28	28	16	n/a	100
High	20	20	20	20	20	100

1 (b) The total number of points in Next-Generation Learners shall classify schools and districts
2 into one of four classifications:

3 1. [~~1~~] Distinguished;

4 2. [~~2~~] Proficient;

5 3. [~~3~~] Needs Improvement; and

6 4. [~~4~~] Persistently Low Achieving – the lowest performing schools as defined by KRS
7 160.346.

8 Within each of the four classifications, public reports by the Department shall indicate the
9 direction in which school and district performance is moving compared to the prior year report.

10 (c) The placement of schools and districts into one of four classifications and the establishment
11 of goals shall use a standard-setting process utilizing results from the first operational
12 administration of new assessments in 2011-2012. The process shall be advised by the National
13 Technical Advisory Panel on Assessment and Accountability, School Curriculum, Assessment
14 and Accountability Council, and the Office of Education Accountability. The process shall use
15 accepted technical procedures and involve Kentucky school and district administrators and
16 teachers. The Kentucky Board of Education shall review the process and approve the final cut
17 scores and goals that determine placement in one of the four classifications.

18 (d) If data cannot be calculated for any category of Next-Generation Learners, the weights shall
19 be redistributed using an equal proportion to categories that shall be reported for the school or
20 district.

21 (7) Students enrolled for a full academic year, which shall be 100 instructional days, shall be
22 included in the calculations for Achievement, Gap, Individual Student Growth, and Readiness

- 1 for College or Career for a school and district. Graduation Rate calculations shall include both
- 2 students enrolled and students earning diplomas.

Additional Amendments to 703 KAR 5:230, Next Generation Instruction Programs and Support Approved by the Kentucky Board of Education on October 5, 2011

**Education Cabinet
Kentucky Board of Education
Department of Education**

703 KAR 5:230, Next Generation Instructional Programs and Support

**Page 2
Section 2 (3)
Line 7**

Remove World Language and replace with, "Beginning in the 2014-2015 academic year, field testing and public reporting shall be conducted in the following areas:

- (a) World Language

**Page 2
Section 3(1) (B) (b)
Line 18**

Remove World Language and replace with, "Beginning in the 2015-16 academic year, and thereafter, the following program reviews shall be included in accountability:

- (a) World Language

**Page 3
Section 3 (1)
Line 10**

Remove World Language from the 2013-14 chart

**Page 3
Section 3 (1)
Line 11**

Add chart below
Beginning in 2015-2016

Grade Range	Arts/ Humanities	Practical Living	Writing	K-3	World Language	Year 2 and beyond Total
Elementary	20	20	20	20	20	100
Middle	25	25	25	NA	25	100
High	25	25	25	NA	25	100

1 **Education and Workforce Development Cabinet**

2 **Kentucky Board of Education**

3 **Department of Education**

4 **(New Administrative Regulation)**

5 **703 KAR 5:230. Next Generation Instructional Programs and Support.**

6 RELATES TO: KRS 158.6451

7 STATUTORY AUTHORITY: KRS 158.6453; KRS 158.6455

8 NECESSITY, FUNCTION, AND CONFORMITY:

9 KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced
10 statewide assessment program that measures the achievement of students, schools and districts,
11 complies with the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its
12 successor and ensures accountability.

13 Section 1. Next-Generation Instructional Programs and Support. Data from program reviews
14 administered as required in KRS 158.6451 and KRS 158.6453 shall be included in the Next-
15 Generation Instructional Programs and Support component.

16 Section 2: Field Testing and Public Reporting of Raw Scores. (1) Program reviews shall be field
17 tested for the purpose of establishing validity and reliability and the results publically reported
18 before inclusion in the accountability model.

19 (2) Beginning in the 2011-2012 academic year, field testing and public reporting shall be
20 conducted in the following program review areas:

- 1 (a) Arts and Humanities,
- 2 (b) Practical Living/Career Studies, and
- 3 (c) Writing.

4 (3) Beginning in the 2012-2013 academic year, field testing and public reporting shall be
5 conducted in the following areas:

- 6 (a) Kindergarten through 3rd Grade Program Evaluation, and
- 7 (b) World Language

8 Section 3. Accountability. (1) After program reviews have been field tested to determine
9 reliability and validity, program review scores shall be included in the accountability model.

10 (a) Beginning in the 2012-2013 academic year and thereafter, the following program reviews
11 shall be included in accountability:

- 12 a. Arts and Humanities,
- 13 b. Practical Living/Career Studies, and
- 14 c. Writing.

15 (b) Beginning in the 2013-2014 academic year and thereafter, the following program reviews
16 shall be included in accountability:

- 17 a. Kindergarten through 3rd Grade Program Evaluation, and
- 18 b. World Language.

19 (2) Performance on program reviews shall be reported in Next Generation Instructional Programs
20 and Support as follows:

21 (a) Elementary, middle and high schools shall receive points at the demonstrator level within
22 each of the four standards of the program review;

- 1 (b) Elementary, middle and high school's demonstrator points shall be added together to achieve
- 2 a total number of points for each standard;
- 3 (c) Elementary, middle and high school's standard points shall be added together to achieve an
- 4 overall raw score for each program review; and
- 5 (d) A school's points shall be multiplied by the appropriate weight to determine program
- 6 classification.

7 Section 3. Weights. (1) The total number of points earned for each program review shall be
 8 weighted in the following manner:

9 **Beginning in 2012-13**

Grade Range	Arts/ Humanities	Practical Living	Writing	Year 1 Total
Elementary	33.3	33.3	33.3	100
Middle	33.3	33.3	33.3	100
High	33.3	33.3	33.3	100

10 **Beginning in 2013-14**

Grade Range	Arts/ Humanities	Practical Living	Writing	K-3	World Language	Year 2 and beyond Total
Elementary	20	20	20	20	20	100
Middle	25	25	25	NA	25	100
High	25	25	25	NA	25	100

11 (2) If data cannot be calculated for any program review or additional program reviews are added,
 12 the weights shall be redistributed proportionally.

13 Section 4. Classification of Schools. (1) The appropriate weights shall be applied to the school's
 14 raw score calculated to determine the school's classification in the Instructional Programs and
 15 Support component of the Accountability Model within 703 KAR 5:220.

16 (2) Cut Scores established for Next Generation Instructional Programs and Support shall classify
 17 schools and districts into one of three classifications:

1 (a) Distinguished

2 (b) Proficient; and

3 (c) Needs Improvement.

4 (3) The placement of schools and districts into one of three classifications shall be based on the
5 establishment of cut scores through a standard-setting process utilizing results from the first
6 operational administration of program reviews. The process shall be advised by the National
7 Technical Advisory Panel on Assessment and Accountability, School Curriculum Assessment
8 and Accountability Council and the Office of Education Accountability. The process shall use
9 accepted technical procedures and involve Kentucky school and district administrators and
10 teachers. The Kentucky Board of Education shall review the process and approve the final cut
11 scores that determine placement in one of the three classifications.

12 Section 5. Audit Process. District program reviews shall be audited using a process and timeline
13 determined by the Kentucky Department of Education. The audit process and timeline shall
14 annually be provided to the district.

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the Kentucky Board of Education, as required by KRS 156.070(4).

(Date)

Terry Holliday, Ph.D.
Commissioner of Education

(Date)

David Karem, Chairperson
Kentucky Board of Education

Guiding Questions Synthesis Report for Teacher Steering Committee
Year 1 Field Participating Districts
September 15, 2011

Participation:

- 18 districts from all across the state
 - 17 districts had KEA members in their focus group
- Focus group participation:
 - 116 teachers
 - 88 principals
 - 51 central office staff

Responses to questions:

1. *Are the descriptors specific enough to differentiate between performance levels?* **Yes**
 - **Comments:** The descriptors are specific enough to differentiate and are a reflection of input from the field over the course of this past year. The focus groups had an understanding that the descriptors are fluid and may continue to change and be refined over the course of the field test.
2. *Should "student growth/performance" remain a separate domain or should it be included as a standard under different domain or be woven throughout the other domains?* **Leave as a separate domain.**
 - **Comments:** Student growth is ultimately a critical factor of our job performance and should be the ultimate focus of all teachers. With student growth pulled out, away from the other descriptors, it lends itself to a level of transparency so what is expected of teachers is not hidden from them. With the growth element separated, it allows the opportunity for validation of the teacher's performance in the other domains. Teachers did want to make sure that the goal setting process was transparent and consistent across the state, through the establishment of guidelines and protocols for the process.
3. *What tools are needed to facilitate this process?*
 - **Comments:** The system would need (but not be limited to) the following tools to help implement the system:
 - Electronic data warehouse that could store all pertinent data and have links to relevant resources
 - Observation tools
 - Aligned walkthroughs
 - Professional growth plans
 - Videos to support training and help ensure inter-rater reliability
 - Glossary
 - Protocols for observation
 - Timelines of implementation
 - Protocols around evidence and artifacts
 - Training for teachers, principals and other role groups
 - Minimum expectations/protocols around student growth/goal setting
 - Pre/post conference tools

4. *How should peers/parents/students fit into the system?*

- **Comments:** Perceptual surveys should be used as a formative component that is used as an artifact/evidence but should not be used as a direct evaluation. The results of the surveys should not be sorted and published by teacher for the public to see. Based on conversations around the state, it is uncertain what role peers should play in the system. There was not necessarily push back on peers being part of the system, but teachers wanted a clearer idea of how that process would play out. Similarly to survey data, it was clear that teachers wanted any peer developed data to be used formatively in this system.

5. *Are the possible sources of evidence/artifacts sufficient or appropriate? What, if anything, should be required?*
Yes.

- **Comments:** The focus groups like the idea of leaving the evidence/artifacts open-ended. They reiterated that they did not want to have to create portfolios or additional forms, but that all evidences and artifacts should be items that are commonly created or occur naturally in the work of a teacher. A framework for quality evidences/artifacts would be beneficial to determine the characteristics of quality evidences/artifacts.

For individual district responses to these questions, you can visit www.kyprofessionalgrowth.webs.com and look under the documents tab.

Guiding Questions Synthesis Report for Principal Steering Committee

Year 1 Field Participating Districts

September 15, 2011

Participation:

- 15 districts from all across the state
- Focus group participation:
 - 80 teachers
 - 83 principals
 - 40 central office staff

Responses to Questions:

1. *Are the descriptors specific enough to differentiate between performance levels? Yes*
 - **Comments:** The descriptors are specific enough to differentiate and are a reflection of input from the field over the course of this past year. The focus groups had an understanding that the descriptors are fluid and may continue to change and be refined over the course of the field test. Focus groups also identified that exemplary descriptors are often more subjective and would require focused training to help make sure they are better understood.
2. *Should "student growth/performance" remain a separate domain or should it be included as a standard under different domain or be woven throughout the other domains? Leave as a separate domain.*
 - **Comments:** Student growth is ultimately a critical factor of our job performance. With student growth pulled out, away from the other descriptors, it lends itself to a level of transparency so what is expected of principals and is not hidden from them. Principals did want to make sure that the student growth measures were transparent and consistent across the state, through the establishment of guidelines and protocols for the process.
3. *What tools are needed to facilitate this process?*
 - **Comments:** The system would need (but not limited to) the following tools to help implement the system:
 - Electronic data warehouse that could store all pertinent data and have links to relevant resources
 - Professional growth plans
 - Glossary
 - Timelines of implementation
 - Protocols around evidence and artifacts
 - High quality training
 - Minimum expectations/protocols around student growth/goal setting
 - Pre/post conference tools
 - Pacing guides

4. *How should peers/parents/students fit into the system?*

- **Comments:** Perceptual surveys should be used as a formative component that is used as an artifact/evidence but should not be used as a direct evaluation. Find ways to use the perceptual data that already exists, especially TELL survey data. Should be about how you use the data, not necessarily the data itself, participation rates, etc.

5. *Are the possible sources of evidence/artifacts sufficient or appropriate? What, if anything, should be required? Yes*

- **Comments:** The focus groups liked the idea of leaving the evidence/artifacts open-ended. They did reiterate that they did not want to have to create portfolios or additional forms, but that all evidences and artifacts should be items that are commonly created or occur naturally in the work of a principal. Focus groups also wanted to identify a process for continual updating and review of possible sources of evidence.

For individual district responses to these questions, you can visit www.kyprofessionalgrowth.webs.com and look under the documents tab.

Kentucky Department of Education

Teacher Effectiveness Framework

The Teacher and Principal Effectiveness Frameworks organize the multiple measures which comprise Kentucky's proposed Professional Growth and Evaluation System. They are designed to support student achievement and professional best-practice through the domains of *Instruction, Learning Climate, Leadership and Professionalism, and Student Growth*.

The Kentucky Teaching Standards and Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning are the foundational documents for the Teacher Effectiveness Framework. The Interstate Leadership Licensure Consortium (ISLLC) Standards and the Continuum for Principal Preparation and Development are the foundational documents for the Principal Effectiveness Framework. Both frameworks provide structure and feedback for continuous improvement through individual goals that target student and professional growth, along with school improvement. Teacher and principal performance will be rated according to four performance levels (ineffective, developing, accomplished, and exemplary) for each standard.

The final performance rating will be a holistic reflection of combined performance across each domain.

Draft 3.1

8.5.2011

<p>DOMAIN: Instruction</p> <p>Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.</p>			
<p>STANDARD (KY Teacher Standard):</p> <p>1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning. (1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 4.1, 4.5)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Formal and informal observations Lesson and/or unit plans Student work samples 			
<p>ACCOMPLISHED:</p> <p>Addresses the diverse learning needs of each student through appropriate level of content knowledge.</p> <p>Teaches content knowledge through research based practices and strategies that ensure student understanding.</p> <p>Anticipates, diagnoses, and addresses student misconceptions related to content.</p> <p>Uses various methods (e.g., discovery, investigative and inquiry learning) to engage and challenge all students' development of 21st Century skills</p> <ul style="list-style-type: none"> critical thinking and problem solving, creative and innovative thinking, collaboration and communication skills for developing media literacy. <p>Reflects and promotes diverse, multicultural, and global perspectives through practices and strategies</p> <p>Integrates questioning techniques that help students understand content across all thinking and reasoning levels</p>	<p>DEVELOPING:</p> <p>Demonstrates content knowledge</p> <p>Teaches content knowledge through a variety of activities.</p> <p>Diagnoses misconceptions related to content and addresses them during or after instruction.</p> <p>Relies on routine methods of instruction to engage students.</p> <p>Uses questioning techniques that elicit student responses at a single thinking and reasoning level.</p>	<p>INEFFECTIVE:</p> <p>Fails to demonstrate content knowledge.</p> <p>Fails to engage students in their learning.</p> <p>Fails to diagnose or address student misconceptions.</p> <p>Fails to integrate diverse, multicultural, or global perspectives into instruction.</p> <p>Fails to use questions to measure student understanding.</p>	
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p> <p>Extends content knowledge of colleagues through formal mentoring and modeling (e.g., leading professional development, instructional development, peer observations).</p> <p>Builds pedagogical capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching).</p> <p>Reflects formally (e.g., journal, video of lesson, reflection with colleagues) on classroom practices, continuously refining and improving instruction.</p> <p>COMMENTS: (Provide brief comments to support the holistic recommendation.)</p>			

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (Key Teacher Standard):

1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets. (2.2, 2.3, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.4, 7.1, 7.2)

Possible Sources of Evidence:

- Formal and informal observations
- Lesson and/or unit plans
- Student work samples
- Pre- and post-tests
- Common assessments
- Results of data analysis
- Formative and summative assessments
- Conferences with students
- Goal setting documents
- Spreadsheets
- Learning logs

ACCOMPLISHED:

Uses a variety of pre-assessments to establish baseline content knowledge and skills for the purpose of differentiating classroom instruction.

Develops and uses formative and summative assessments to determine student progress, guide instruction, and provide specific feedback to students.

Analyzes student work and performance data to determine both individual and class progress.

Uses assessment data to adapt instruction, and address individual student learning needs (e.g., remediation, instruction and enrichment).

Uses available technology to assess student learning, manage assessment data and communicate results to appropriate stakeholders.

Provides opportunities for student self-assessment, reflection and goal setting.

DEVELOPING:

Uses pre-assessments to establish baseline knowledge and skills.

Uses formative and summative assessments to measure student performance.

Uses available technology to assess student learning and manage data.

Involves students in using data to reflect on their individual progress.

INEFFECTIVE:

Uses assessment data primarily for grading purpose.

Fails to analyze student work and performance data.

Fails to use available technology to assist in the assessment of student learning.

Fails to provide opportunities for student involvement in the assessment of their own learning.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Models assessment strategies for colleagues (e.g. leading professional development, instructional rounds, peer observations).

Models strategies to improve student performance, based on assessment data, to appropriate stakeholder groups (e.g., peer training, strategy nights for parents, student-led conferences).

Designs tools which empower students to use technology to assess and monitor their own learning.

COMMENTS: (Provide brief comments to support the holistic recommendation.)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):

1.3 Develops and communicates student friendly learning targets that lead to mastery of national, state and local standards. (2.1, 2.4)

Possible Sources of Evidence:

- Lesson and/or unit plans,
- Formal and informal observations, student work samples
- Formative and summative assessments
- Teacher reflection and self-assessment
- Posted learning targets
- Student voice

ACCOMPLISHED:

Develops student friendly learning targets or guiding questions that lead to mastery of national, state and local standards.

Communicates aligned, student-friendly learning targets or guiding questions throughout all phases of the lesson.

DEVELOPING:

Develops learning targets or guiding questions that are related to national, state and local standards.

Communicates learning targets or guiding questions on lesson plan or for student view

INEFFECTIVE:

Fails to develop learning targets or guiding questions aligned with the national, state and local standards.

Fails to communicate learning targets or guiding questions.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Collaborates with peers across disciplines to develop integrated student friendly learning targets.

Involves students in the process of developing and/or deconstructing student friendly learning targets.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):

1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs. (2.1, 2.3, 2.5, 3.3, 4.1, 4.2)

Possible Sources of Evidence:

- Formal and informal observations
- Lesson and/or unit plans
- Student work samples
- Pre- and post- tests
- Common assessments
- Benchmark assessment
- Results of data analysis
- Formative and summative assessments
- Conferences with students
- Learning logs
- Resources for instruction

ACCOMPLISHED:

Designs engaging instructional plans based on multiple sources of student performance data and student interests.
 Implements engaging instructional plans based on multiple sources of student performance data and student interests.
 Delivers differentiated instruction based on identified developmental levels, student interests and learning styles.
 Adapts pacing of instruction based on multiple sources of data and student learning needs.
 Designs instructional plans that allow for fluid grouping and re-grouping of students based on individual, group and whole class learning needs.

DEVELOPING:

Designs instructional plans based on multiple sources of data.
 Implements instruction based only on standards and/or learning targets.
 Attempts to differentiate instruction to address students' diverse learning needs.

INEFFECTIVE:

Does not use appropriate data to inform planning or instruction.
 Designs learning experiences poorly aligned to student learning needs.
 Implements instructional plans that do not match student learning needs.
 Fails to address developmental and differentiated learning needs of students.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Ensures student involvement in the design, review and modifications to data driven instructional practice.

Builds peer capacity to design and implement data informed, differentiated instructional plans through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching).

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):

1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences. (6.1, 6.2, 6.3, 6.5)

Possible Sources of Evidence:

- Formal and informal observations
- Lesson and/or unit plans
- Teacher-sponsored clubs
- Resources for instruction
- Teacher schedules
- Student productions (e.g., digital photography, videos, podcasts)
- Teacher and student web pages

ACCOMPLISHED:

Uses appropriate technology to design instruction that supports and extends learning of all students.
 Implements research-based, technology-infused instructional strategies to support learning of all students.
 Integrates varied and authentic opportunities for all students to use appropriate, available technology to further learning.
 Provides students with choices for appropriate and meaningful use of technology to facilitate and extend their learning in new and engaging ways.
 Uses available networking applications appropriately to communicate with students and parents enhancing student learning and curricular outcomes.
 Models and reinforces appropriate and ethical use of information and communication of technology.

DEVELOPING:

Uses technology to implement instruction that facilitates learning.
 Uses technology to design instruction.
 Uses technology during instruction to enhance content delivery.
 Uses technology for managerial, communication and procedural tasks.

INEFFECTIVE:

Fails to use technology for planning or instruction.
 Uses technology and/or technology resources in ways that do not support instructional goals.
 Uses technology for acquisition of skills such as word processing and keyboarding only.
 Fails to adhere to ethical use of communication and/or violates acceptable use of technology policy.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Builds technological capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, coaching).

Uses a variety of technological platforms to enhance collaboration with peers, resources and stakeholders who would otherwise be out of reach (e.g., virtual PLC, distant classroom, virtual field trips, experts from the field)

COMMENTS: (Provide brief comments to support the holistic recommendation)

<p>DOMAIN: Learning Climate</p> <p>Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.</p>			
<p>STANDARD (KY Teacher Standard):</p> <p>2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued. (3.2, 3.3, 3.4, 3.5, 4.2)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • Office referral data • Student feedback/surveys, individual behavior plans • Teacher classroom management plans and procedures • Formal and informal observations • Observation of classroom space 	<p>ACCOMPLISHED:</p> <p>Treats each student with respect.</p> <p>Demands all students treat others with respect.</p> <p>Proactively involves all students in establishing clear standards of conduct which are aligned with school and district policy.</p> <p>Demonstrates awareness of and sensitivity to students' backgrounds, ethnicities, cultures, skills, interests and special needs.</p> <p>Maintains a fair, respectful, safe and productive classroom environment conducive to learning and the emotional well-being of all students.</p> <p>Creates a learning environment in which students are motivated to take risks and learn from mistakes.</p>	<p>DEVELOPING:</p> <p>Encourages students to treat others with respect.</p> <p>Establishes clear standards of conduct which are aligned with school and district policy.</p> <p>Establishes standards of conduct which support mutual respect and promote safety.</p> <p>Redirects student mistakes into opportunities for growth and learning.</p>	<p>INEFFECTIVE:</p> <p>Engages in interactions that are inappropriate or insensitive to students (e.g., sarcasm, put-downs or conflict).</p> <p>Allows interactions that are inappropriate or insensitive among students (e.g., sarcasm, put-downs or conflict).</p> <p>Does not value nor support student diversity and/or individual differences.</p> <p>Does not perceive student mistakes as an opportunity for growth and learning.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p> <p>Builds a sense of anticipation and excitement for learning to keep students focused and motivated for the learning process by providing a classroom environment that is emotionally and physically safe for all students.</p> <p>Models and shares strategies for a positive, respectful and safe learning environment (e.g., peer observations, professional development, coaching).</p> <p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):

2.2 Communicates high expectations for all students. (3.1, 3.2, 5.5)

Possible Sources of Evidence:

- Lesson plans
- Teacher correspondence
- Class newsletters
- Communication logs
- Referral data
- Attendance data
- Formal and informal observations
- Growth plan
- Conferences
- Correspondence to and from parents
- Celebrations
- Surveys (parent, students)
- Photographs
- Goal setting
- Student data notebooks

ACCOMPLISHED:

Creates a classroom culture characterized by clear, shared and challenging expectations for each student.

Communicates confidence in students' ability to achieve behavioral and learning expectations.

Creates a culture that celebrates student successes and accomplishments.

Communicates to students and parents in a timely manner the evidence of student performance.

Communicates to students and parents an understanding of progress and next steps relative to student performance.

DEVELOPING:

Sets clear expectations for student achievement and behavior.

Celebrates student successes and accomplishments.

Communicates learning results to students and parents that provide an understanding of learning progress relative to objectives.

INEFFECTIVE:

Fails to set behavioral or learning expectations for students.

Fails to create a classroom environment that conveys high expectations for student learning.

Fails to celebrate student successes and accomplishments.

Provides little or no information to parents or responds insensitively to parent concerns about student progress.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Creates a culture in which all students hold themselves to high standards of performance.

Engages students in communicating their learning results to peers, parents and others.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):

2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students. (4.3, 4.4)

Possible Sources of Evidence:

- Informal and formal observations, classroom layout,
- Walkthrough data,
- Lesson plans,
- Classroom bell work
- Classroom procedures
- Resource requests
- Schedule

ACCOMPLISHED:

- **Accesses a variety of resources to optimize learning for each student.**
- **Maximizes the use of instructional and transitional time.**
- **Uses space and resources creatively to provide authentic student learning experiences.**

DEVELOPING:

- **Uses available resources to support student learning.**
- **Manages transitional and instructional time.**
- **Uses classroom space and materials effectively.**

INEFFECTIVE:

- **Employs inefficient classroom routines.**
- **Fails to effectively use instructional time.**
- **Allows transitions to detract from instruction.**
- **Uses materials, resources and activities that do not support instructional goals.**

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Empowers students to contribute to the effective design of classroom routines and procedures

Models effective use of time, space and resources for colleagues (e.g., peer observation, professional development, coaching).

Extends time, space and resources beyond the classroom where appropriate (e.g., grants, community projects and service, community partnerships, mentors).

COMMENTS: (Provide brief comments to support the holistic recommendation)

<p>DOMAIN: Leadership and Professionalism Teacher provides professional leadership within the classroom, school and community, takes responsibility for professional growth and student academic success and works collaboratively through professional learning experiences in the pursuit of professional excellence.</p>			
<p>STANDARD (KY Teacher Standard):</p>			
<p>3.1 Engages in professional and leadership activities that enhance personal growth, student learning and the professional environment of the school. (10.1, 10.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • PD log • Committee minutes • Growth plan • PD, workshops, or conference presentations • Agendas and meeting minutes • Attendance records, sign-in sheets • Anecdotal records • CSIP • Student assessment data • Awards and recognitions • Media • SBDM committees 	<p>ACCOMPLISHED:</p> <p>Engages in professional learning opportunities that enhance classroom and school initiatives (e.g., PLCs, grade level teams, departments, SBDM committees).</p> <p>Reflects on personal leadership efforts to evaluate effectiveness in relation to student learning.</p> <p>Demonstrates professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications).</p> <p>Adheres to the Code of Ethics.</p>	<p>DEVELOPING:</p> <p>Engages in professional leadership opportunities that support classroom initiatives.</p> <p>Participates on leadership teams or committees.</p>	<p>INEFFECTIVE:</p> <p>Fails to seek leadership opportunities.</p> <p>Fails to demonstrate professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications).</p> <p>Fails to adhere to the Code of Ethics.</p>
<p>EXEMPLARY: <i>(not limited to the following descriptors, but is beyond existing school protocols and structures)</i></p> <p>Takes a leadership role in team and/or departmental decision making and works to build consensus based on data, student learning needs and improved professional practice.</p> <p>Mentors and facilitates professional growth of colleagues.</p> <p>Participates in leadership roles beyond the school (e.g., professional organizations, district teams, state committees, community groups) that support student or professional learning.</p>			
<p>COMMENTS: <i>(Provide brief comments to support the holistic recommendation)</i></p>			

DOMAIN: Leadership and Professionalism

Teacher provides professional leadership within the classroom, school and community, takes responsibility for professional growth and student academic success and works collaboratively through professional learning experiences in the pursuit of professional excellence.

STANDARD (Key Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>3.2 Designs, implements and revises a professional growth plan that addresses data-informed priorities and results in improving instruction and learning. (7.3, 9.1, 9.2, 9.3, 9.4, 10.2, 10.3, 10.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Professional growth plan School improvement plan PD attendance Observation Formative and summative data Reflections 	<p>Identifies priority needs for professional growth by reflecting on student performance data and instructional practices.</p> <p>Collaborates with administrator to develop a professional growth plan which is anchored in improved student learning and reflects personal and school priority needs.</p> <p>Implements and monitors impact of professional growth plan.</p> <p>Collaborates with administrator to review and revise growth plan based on student performance and other applicable evidences.</p>	<p>Identifies priority needs for professional growth.</p> <p>Designs a growth plan that addresses personal priority needs based on accurate self-assessment.</p> <p>Implements professional growth plan.</p>	<p>Fails to use self-assessment and/or data to identify priority needs.</p> <p>Fails to develop growth plan.</p> <p>Fails to implement growth plan.</p>

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Gathers, analyzes, summarizes, and takes action based on evidence (e.g., peer observations, action research, examinations of teacher and student products, and feedback from colleagues and other professionals) about the quality of his/her professional practice.

COMMENTS: (Provide brief comments to support the holistic recommendation)

<p>DOMAIN: Leadership and Professionalism Teacher provides professional leadership within the classroom, school and community, takes responsibility for professional growth and student academic success and works collaboratively through professional learning experiences in the pursuit of professional excellence.</p>		
<p>STANDARD (KY Teacher Standard): 3.3 Collaborates with colleagues, parents, and others to enhance student learning. (8.1, 8.2, 8.3, 8.4)</p> <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> • Individual Education Plan/Individual Learning Plan • Intervention plans • Gifted Service Plans • Meeting minutes • Master schedule • Formal and informal data • Agendas • ELL district plans • Communication logs • Resource requests • Program service plan (PSP) • Formal data • Informal data 	<p>ACCOMPLISHED: Collaborates with colleagues, parents and others in an effort to meet the needs of all students. Enhances professional growth by collaborating with colleagues. Utilizes appropriate agencies and resources to address student needs and reduce barriers to learning. Reflects on how collaborative learning experiences enhance student learning.</p>	<p>DEVELOPING: Collaborates with colleagues in an effort to meet the needs of students. Determines the outcomes of collaborative efforts through the use of informal data.</p>
		<p>INEFFECTIVE: Fails to collaborate with colleagues, parents and others. Fails to use data to determine the effectiveness of collaborative efforts.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures) Integrates a network of services to support social, emotional, physical, and learning needs of individual students.</p>		
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>		

<p>DOMAIN: Student Growth Teacher contributes to student academic growth and overall school success.</p>	<p>STANDARD: 4.1 Contributes to overall school success and the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement).</p> <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> • Formative assessment results • Summative assessment results • Student work analysis • Program reviews • Interim benchmark assessments • Data disaggregation matrix • Gap goals and progress documentation • IEPs, ILPs, PSPs, GSPs • College readiness • Graduation rates • Student growth percentiles • Dropout rates • End of course exams • Student performance • State assessment • NRTS 	<p>ACCOMPLISHED: Multiple measures validate student academic growth or achievement that meets or exceeds the collaboratively established school goals or student learning objectives. Multiple measures validate a reduction in collaboratively established classroom student achievement gap goals.</p>	<p>DEVELOPING: Multiple measures indicate student growth but growth does not meet the collaboratively established school goals or student learning objectives. Multiple measures indicate progress towards reducing student achievement gaps, but falls short of collaboratively established goal.</p>	<p>INEFFECTIVE: Demonstrates a pattern of no student growth and/or failed student achievement. Fails to indicate a pattern of reducing achievement gaps.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p>				
<p>Multiple measures validate a sustained pattern of goal attainment in student performance, growth, or closing of achievement gaps. Creates a sense of shared ownership of the overall school's success and promotes a culture of collaboration.</p>				
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>				

SUMMATIVE EVALUATION FORMAT

<u>INSTRUCTION</u>	<u>LEARNING CLIMATE</u>	<u>LEADERSHIP AND PROFESSIONALISM</u>	<u>STUDENT GROWTH</u>
1.1 Research-based Practices EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.1 Safe Learning Environment EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.1 Leadership Activities EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	4.1 Student Growth EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE
1.2 Assessment of Learning EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.2 High Expectations EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.2 Professional Growth Plan EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.3 Student Friendly Learning Targets EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.3 Effective Use of Resources EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.3 Professional Collaboration EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.4 Data Informed Planning EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE			
1.5 Technology Integration EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE			
OVERALL: INSTRUCTION EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	OVERALL: LEARNING CLIMATE EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	OVERALL: LEADERSHIP AND PROFESSIONALISM EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	OVERALL: STUDENT GROWTH EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE

- I agree with the above evaluation.
- I disagree with the above evaluation for the following reasons:

EVALUATEE COMMENTS:

Evaluatee Signature*

Date

Evaluator Signature

Date

*Does not denote agreement with evaluation, only that evaluation results have been shared with the evaluatee.

RESEARCH BASE FOR TEACHER EFFECTIVENESS FRAMEWORK

INSTRUCTION DOMAIN:

1.1 Research-based Practices

- Bloom, B. S. (1984, May) The search for methods of group instruction as effective as one-to-one tutoring, *Educational Leadership* 41(8)
- Camphire, G. (2001) Are our teachers good enough? *SEDLetter*, 13(20)
- Covino, E. A. and Ivanicki, E (1996) Experienced teachers: Their constructs on effective teaching, *Journal of Personnel Evaluation in Education*, 11
- Cross, C. and Regden, D. W., (2002) Improving Teacher Quality, *American School Board Journal*, *asbj.com*
- Darling-Hammond, L. (2001, February) The challenge of staffing our schools. *Educational Leadership* 58(8)
- Martin, R., Sexton, C., and Gerlovich, J. (2001) *Teaching Science for All Children*
- Marzano, R. J., Pickering, D., and McTighe, J. (1993) *Assessing Student Outcomes: Performance assessment using the dimension of learning model*
- Rowan, B., Chiang, F. S., and Miller, R. J (1997) Using research on employees' performance to study the effects of teachers on student achievement, *Sociology of Student Achievement*.
- Shellard, E. and Protheroe, N. (2000) Effective Teaching: How do we know it when we see it? *The Informed Educator*
- Sleeter, C. E. (2001) Preparing Teachers for Culturally Diverse Schools, *Journal of Teacher Education* 52(2)
- Tomlinson, C. A. (1999) *The Differentiated Classroom: Responding to the needs of all learners*
- Walker, M. H. (1998, May) 3 Basics for Better Student Output, *Education Digest* 63(9)
- Wenglinsky, H (2000) *How Teaching Matters: Bringing the classroom back into discussion of teacher Quality*
- Zahorik, J., Halbach, A., Ehtle, K. and Molnar, A. ((2003, September) Teaching Practices for Smaller Classes, *Educational Leadership*, 61(1)

1.2 Assessment of Learning

- Airasian, P. W. (1994) *Assessment in the Classroom*
- Allington, R. L. (2002) What I've learned about effective reading instruction *Phi Delta Kappan* 83
- Cawelti, G. (1999) *Portraits of six benchmark schools: Diverse approaches to improving student achievement*
- Day, S. L. (2002) Real kids, real risks: Effective instruction of students at risk of failure, *NASSP Bulletin* 86(682)
- Fullan, M. (2000) The three stories of education reform (electronic version) *Phi Delta Kappan*, 81(8)
- Guskey, T. R. (2003) How classroom assessments improve student learning, *Educational Leadership* 60(5)
- Popham, W. J. (2002) *Classroom Assessment: What teachers need to know (3rd edition)*
- Porter, A. C. and Brophy, J. (1988, May) Synthesis of research on good teaching: insights from the work of the institute for Research on Teaching. *Educational Leadership* 45(8)
- Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C. and Morrow, L. (1998) *The nature of effective first-grade literacy instruction*. CELA Research Report No. 11007
- Stiggins, R. J. (2002) Assessment crisis: The absence of assessment for learning (electronic version), *Phi Delta Kappan* 83(10)
- Tomlinson, C. A. (1999) *The Differentiated Classroom: Responding to the needs of all learners*
- Tomlinson, C. A. (2003) *Differentiation of Instruction in the Early Grades*, *ERIC Digest*
- Walker, M. H. (1998, May) 3 Basics for Better Student Output, *Education Digest* 63(9)

1.3 Student Friendly Learning Targets

- Allington, R. L. (2002) What I've learned about effective reading instruction *Phi Delta Kappan* 83

- Marzano, R. J., Pickering, D., and McTighe, J. (1993) *Assessing Student Outcomes: Performance assessment using the dimension of learning model*
- Rowan, B., Chiang, F. S., and Miller, R. J (1997) Using research on employees' performance to study the effects of teachers on student achievement, *Sociology of Student Achievement*
- Stiggins, R., Arter, J., Chappuis, J., and Chappuis, S (2006) *Classroom Assessment for Student Learning*
- Zahorik, J., Halbach, A., Ehtle, K. and Molnar, A. ((2003, September) Teaching Practices for Smaller Classes, *Educational Leadership*, 61(1)

1.4 Data Informed Planning

- Bain, H. P. and Jacobs, R. (1990, September) The case for smaller classes and better teachers. *Streamlined Seminar--- National Association of Elementary Principals*, 9(1)
- Brookhart, S. M. and Loadman, W. E. (1992) Teacher assessment and validity: What do we want to know? *Journal of Personnel Evaluation in Education*, 5
- Brophy, J. and Good, T. L. (1986) Teacher behavior and student achievement, *Handbook of Research on Teaching 3rd edition*
- Covino, E. A. and Ivanicki, E (1996) Experienced teachers: Their constructs on effective teaching, *Journal of Personnel Evaluation in Education*, 11
- Education Review Office (1998) *The capable teacher*
- Kulik, J. A. and Kulik, C. L. C. (1992) Meta analytic findings on grouping programs. *Gifted Child Quarterly*, 36
- Marzano, R. J., Pickering, D., and McTighe, J. (1993) *Assessing Student Outcomes: Performance assessment using the dimension of learning model*
- Molnar, A., Smith, P., Zahorik, J., Palmer, A., Halbach, A., and Ehrle, K. (1999) Evaluating the SAGE program: A pilot program in targeted pupil-teacher reduction in Wisconsin, *Education Evaluation and Policy Analysis* 21(2)
- Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C. and Morrow, L. (1998) *The nature of effective first-grade literacy instruction*. CELA Research Report No. 1007
- Taylor, B. M., Pearson, P. D., Clark, K. E. and Walpole, S. (1999) Center for the Improvement of Early Reading Achievement: Effective schools, accomplished teachers. *The Reading Teacher* 53(2)
- Tomlinson, C. A. (1999) *The Differentiated Classroom: Responding to the needs of all learners*
- Walberg, H. J. (1984, May) Improving the productivity of America's schools, *Educational Leadership* 41(8)

1.5 Technology Integration

- Buttram, J. L. and Waters, J. T. (1997) Improving America's schools through standards-based education, *NASSP Bulletin* 81(590)
- Clare, L. (2000) *Using teachers' assignments as an indicator of classroom practice* Los Angeles Center for Research and Evaluation, Standards and Student Testing
- Cotton, K. (2000) *The schooling practices that matter most*. Northwest Regional Education Laboratory and Association for Supervision and Curriculum Development
- Fuchs, L. S., Fuchs, D., and Phillips, N. (1994) the relation between teachers' beliefs about the importance of good work habits, teacher planning, and student achievement. *The Elementary School Journal*, 94(3)
- Good, T. L. and Brophy, J. E. (1997) *Looking in Classrooms, 7th Edition*
- Jay, J. K. (2002) Points on a continuum: An expert/novice study of pedagogical reasoning. *The Professional Educator*, 24(2)
- Livingston, C. and Borko, H. (1989) Expert-novice differences in teaching: A cognitive analysis and implications for teacher education. *Journal of Teacher Education* 40(4)

- Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C. and Morrow, L. (1998) *The nature of effective first-grade literacy instruction*. CELA Research Report No. 11007
- Sabers, D. S., Cushing, K. S., and Berliner, D. C. (1991) Differences among teachers in a task characterized by simultaneity, multidimensionality, and immediacy. *American Education Research Journal* 28(1)
- Wang, M. C., Haertel, G. D., and Walberg, H. J. (1993/1994 December/January) What helps students learn? *Educational Leadership* 51(4)

LEARNING CLIMATE DOMAIN:

2.1 Safe Learning Environment

- Brookhart, S. M., & Loadman, W. E. (1992). Teacher assessment and validity: What do we want to know? *Journal of Personnel Evaluation in Education*, 5, 347-357.
- Carter, P. J., (2003). *A review of highly effective teachers in Hamilton County: Analysis of current trends and implications for improvement*. Chattanooga, TN: Public Education Foundation. Retrieved from <http://pef.dcnegroup.com>.
- Cawelti, G. (Ed.). (2004). *Handbook of research on improving student achievement*, 3rd ed. Arlington, VA: Educational Research Service.
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103-112.
- Hattie, J. (2003). *Teachers make a difference: What is the research evidence?* Retrieved from http://www.leadspace.govt.nz/leadership/pdf/john_hattie.pdf.
- Stronge, J. H. (2007). *Qualities of effective teachers*, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2003). *Differentiation of instruction in the early grades*. ERIC Digest. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction Service No. ED 443 572)
- Tschannen-Moran, M. (2000, Spring). The ties that bind: The importance of trust in schools. *Essentially Yours*, 4, 1-5.
- Walls, R. T., Nardi, A. H., von Minden, A. M., & Hoffman, N. (2002). The characteristics of effective and ineffective teachers. *Teacher Education Quarterly*, 29(1), 39-48.
- Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into the discussion of teacher quality*. Princeton, NJ: Millikan Family Foundation and Educational Testing Service.
- Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12). Retrieved from <http://epaa.asu.edu/epaa/v10n12/>.

2.2 High Expectations

- Chappius, S., & Stiggins, R. J. (2002, September). Classroom Assessment for Learning. *Educational Leadership*, 60(1), 40-43.
- Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing an ethics of care in England, Ireland, and the United States. *Journal for a Just and Caring Education*, 5(4), 349-366.
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mason, D.A., Schroeter, D. D., Combs, R. K., & Washington, K. (1992). Assigning average-achieving eighth graders to advanced mathematics classes in an urban junior high. *The Elementary School Journal*, 92(5), 587-599.
- National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle*, 6(5), 15-17.

- Peart, N. A. & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education*, 5(3), 269-284.
- Rockwell, R. E., Andre, L.C., & Hawley, M. K. (1996). *Parents and teachers as partners: Issues and challenges*. Fort Worth, TX: Harcourt Brace College.
- Stronge, J. H. (2010). *Evaluating what good teachers do: eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye On Education.
- Walberg, H. J. (1984). Improving the productivity of America's schools. *Educational Leadership*, 41(8), 19-27.

2.3 Effective Use of Resources

- Bian, H. P., & Jacobs, R. (1990, September). The case for smaller classes and better teachers. *Streamlined Seminar-National Association of Elementary School Principals*, 9(1).
- Berendt, P. R., & Koski, B. (1999, March). No shortcuts to success. *Educational Leadership*, 56(6), 45-47.
- Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Education Laboratory; Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2007). *Enhancing Professional Practice: A framework for teaching*, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Marzano, R. J., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stronge, J. H. (2007). *Qualities of effective teachers*, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

LEADERSHIP AND PROFESSIONALISM DOMAIN:

3.1 Leadership Activities

- Danielson, C. (2007). *Enhancing Professional Practice: A framework for teaching*, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M. G. (1993). Why teachers must become change agents. *Educational Leadership*, 50(6), 12-17.
- Guskey, T.R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51.
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

3.2 Professional Growth Plans

- Allen, R.M. & Casbergue, R.M. (2000). *Impact of teachers' recall on their effectiveness in mentoring novice teachers: The unexpected prowess of the transitional stage in the continuum from novice to expert*. Presented at the American Educational Research Association, New Orleans, LA.
- Covino, E. A. & Iwanicki, E. (1995) Experienced teachers: Their constructs on effective teaching. *Journal of Personnel Evaluation in Education*, 11, 325-363.
- Danielson, C. (2007). *Enhancing Professional Practice: A framework for teaching*, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Durall, P.C. (1995). *Years of experience and professional development: A correlation with higher reading scores*. Unpublished doctoral dissertation from Murray State University.
- Fetler, M. (1999). High school staff characteristics and mathematics test results. *Educational Policy Analysis Archives*, 7(9).
- Glass, C.S. (2001). Factors influencing teaching strategies used with children who display attention deficit hyperactivity disorder characteristics. *Education*, 122(1), 70-80.

- Holcomb, E. (2004) *Getting Excited About Data: Combining people, passion and proof to maximize student achievement*. Corwin Press.
- Langer, J. (2001). Beating the odds: Teaching middle and high school students to read and write well. *American Educational Research Journal*, 38(4), 207-219.
- Reynolds, A. (1992). What is competent beginning teaching? A review of the literature. *Review of Educational Research*, 62(1), 1-35.
- Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12).

3.3 Professional Collaboration

- Danielson, C. (2007). *Enhancing Professional Practice: A framework for teaching*, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teachers College Press.
- Grossman, P., Valencia, S., Evans, K., Thompson, C., Martin, S., & Place, N. (2000). *Transitions into teaching: Learning to teach writing in teacher education and beyond*.
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- NWREL. (2001). *Understanding motivation and supporting teacher renewal*.
- Stronge, J., Tucker, P., & Hindman, J. (2004). *Handbook of Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stronge, J. (2007). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Thomas, J.A., & Montgomery, P. (1998). On becoming a good teacher: Reflective practice with regard to children's voices. *Journal of Teacher Education*, 49(5), 372-380.

STUDENT GROWTH DOMAIN:

4.1 Student Growth

- Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135.
- Allington, R.L., & Johnson, P.H. (2000). *What do we know about effective fourth-grade teachers and their classrooms?* Albany, NY: The National Research Center on English Learning & Achievement, State University of New York.
- Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). The effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-460.
- Hattie, J. (2003). *Teachers make a difference: What is the research evidence?*
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sanders, W.L., & Rivers, J.C., (1996, November). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.
- Schalock, H.D., Schalock, M.D. (1993). Student learning in teacher evaluation and school improvement: An introduction. *Journal of Personnel Evaluation in Education*, 7, 103-104.
- Stecker, P.M., Fuchs, L.S., & Fuchs, D. (2005). Using curriculum-based measurement to improve student achievement: Review of research. *Psychology in the Schools*, 42(8), 795-819.
- Stronge, J. (2010). *Effective Teachers = Student Achievement: What the research says*. Larchmont, NY: Eye on Education.
- Stronge, J. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye on Education.
- Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.

Kentucky Department of Education

Principal Effectiveness Framework

The Teacher and Principal Effectiveness Frameworks organize the multiple measures which comprise Kentucky's proposed Professional Growth and Evaluation System. They are designed to support student achievement and professional best-practice through the domains of *Instruction, Learning Climate, Leadership and Professionalism, and Student Growth*.

The Kentucky Teaching Standards and Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning are the foundational documents for the Teacher Effectiveness Framework. The Interstate Leadership Licensure Consortium (ISLLC) Standards and the Continuum for Principal Preparation and Development are the foundational documents for the Principal Effectiveness Framework. Both frameworks provide structure and feedback for continuous improvement through individual goals that target student and professional growth, along with school improvement. Teacher and principal performance will be rated according to four performance levels (ineffective, developing, accomplished, and exemplary) for each standard.

The final performance rating will be a holistic reflection of combined performance across each domain.

Draft 3.1
8.5.2011

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.1 Create a comprehensive, rigorous, and coherent curricular program. (2B)</p> <p>Possible Sources of Evidences:</p> <ul style="list-style-type: none"> • Pacing guides/curriculum map • Walkthrough data • Professional development plans • Agenda and minutes of planning period sessions, faculty meetings • Correspondence with faculty and staff • Standards posted in classrooms • Posted student friendly learning targets • Perceptive survey data • SBDM minutes and policies • Master Schedule • Response to Interventions • Common assessment • Student work • Newsletters • Parent nights • Program reviews <p><i>Principal Prep Dimensions: 1.1a, 1.1b, 1.2b, 2.1d, 3.2, 5.2c, 5.4a</i></p>	<p>Ensures curriculum standards are effectively taught through frequent formal and informal classroom observations.</p> <p>Provides constructive curricular feedback to teacher based on information from formal and informal classroom observations.</p> <p>Provides opportunities to ensure each academic standard is analyzed and translated (deconstructed) into rigorous, student friendly learning targets.</p> <p>Provides time, space and opportunities for core standards to be collaboratively aligned.</p> <p>Provides structure and support to compare student work to rigorous content standards.</p> <p>Ensures standards are aligned vertically and horizontally within the school.</p>	<p>Conducts formal and informal classroom observations of curriculum delivery.</p> <p>Provides generalized feedback to teachers following formal classroom observations.</p> <p>Provides direction and purpose for teachers to post standards, learning targets and student work.</p> <p>Provides opportunities for horizontal standard alignment through grade level and/or team meetings.</p>	<p>Fails to create or maintain a system to ensure curriculum standards are taught.</p> <p>Allows classroom curriculum to be a matter of individual teacher discretion and autonomy.</p> <p>Fails to provide opportunities for teachers to unpack core standards, collaboratively develop learning targets, or compare student work.</p>
<p>EXEMPLARY: (beyond existing school/district protocols and structures)</p>			
<p>Utilizes student input on delivery of curriculum to identify priorities.</p> <p>Ensures standards are aligned vertically and horizontally at key student transitions within the school and the district.</p> <p>Partners with and utilizes input from the community to improve curricular programs and initiatives.</p>			
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

<p>DOMAIN: Instruction</p> <p>A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.</p>	<p>STANDARD (ISLIC Standard):</p> <p>1.2 Create a motivating learning environment, personalized for all students. (2C)</p> <p>Possible Sources of Evidences:</p> <ul style="list-style-type: none"> • Displays of student work • Walkthroughs • Principal's walkthrough data • Correspondence and communications • Greet parents and students at door • Celebrations of faculty and student successes and accomplishments • Focus groups • Perceptive survey data • Student advisory committees • Numerous one-to-one student conversations • Program reviews <p><i>Principal Prep Dimensions: 2.1b, 2.1c, 3.1b, 3.1d, 3.2c, 3.2d, 3.3a, 3.3c, 3.4d, 4.1e, 4.2a, 4.2c, 5.1a, 5.2, 5.4, 6.1a, 6.1c, 6.1i</i></p>	<p>ACCOMPLISHED:</p> <p>Is visible in classrooms, throughout the building, and at appropriate after school functions, interacting with students and teachers.</p> <p>Creates and implements a system of monitoring, feedback and support that ensures instruction is research-based and individualized.</p> <p>Creates and implements a system of monitoring, feedback and support that focuses on high levels of student engagement.</p> <p>Provides support and resources for creative and innovative teaching.</p> <p>Develops policy to support high expectations for creating engaging physical learning environments.</p> <p>Provides opportunities and supports to extend the learning environment beyond the classroom walls (e.g. outdoor classrooms, displays of student work in hallways, organization of classrooms).</p>	<p>DEVELOPING:</p> <p>Is visible during the school day, interacting with students and teachers</p> <p>Observes classrooms identifying individualized instruction and high levels of student engagement.</p> <p>Encourages creative and innovative teaching.</p>	<p>INEFFECTIVE:</p> <p>Minimal time is spent interacting with students and teachers.</p> <p> Ignores the importance of individualization of instruction and student engagement in student achievement.</p> <p>Fails to support diverse learning styles of students</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p>				
<p>Offers multiple opportunities throughout the school year to listen and respond to teachers and students regarding learning experiences.</p>				
<p>Provides opportunities for extension and enrichment for students based on data from a variety of sources.</p>				
<p>Models and explores creative avenues for addressing student learning and/or behavior needs, providing resources for research-based instruction and classroom management.</p>				
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>				

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.3 Develop and utilize assessment and accountability systems to monitor student progress. (2E)</p> <p>Possible Sources of Evidences:</p> <ul style="list-style-type: none"> • Evidence of changes in curriculum, teaching, and leadership based on data. • PD • Communications • Resource requests • Data analysis • RTI • School Improvement Plan • Program reviews <p><i>Principal Prep Dimensions: 2.1b, 2.1c, 2.1d, 2.2</i></p>	<p>Gathers and appropriately uses formative and summative data to determine effectiveness of teaching and learning.</p> <p>Communicates formative and summative data with both leaders and teachers to set and measure student performance goals.</p> <p>Monitors achievement gaps and ensures appropriate measures are taken to address interventions and instructional decisions.</p> <p>Develops systems and supports that allow for differentiated learning opportunities based on assessment data.</p> <p>Develops protocols that ensure student progress is measured and communicated frequently with students and parents.</p>	<p>Provides structures that measure student performance through formative and summative assessments.</p> <p>Sets student performance goals and monitors achievement gap data.</p> <p>Encourages teachers to differentiate learning opportunities based on student performance data.</p> <p>Communicates student assessment and accountability data through mandated reporting systems.</p>	<p>Fails to develop a system of assessment to monitor student progress.</p> <p>Fails to set goals on student performance and/or achievement gaps.</p> <p>Fails to support necessary changes of instructional strategies based on student assessment data.</p> <p>Fails to accurately communicate student assessment and accountability data with stakeholders.</p>
<p>EXEMPLARY: <i>(not limited to the following descriptors, but is beyond existing school protocols and structures)</i></p>			
<p>Identifies future challenges and potential solutions based on anticipated student performance.</p> <p>Creates formal structures that provide for student reflection and goal setting.</p>			
<p>COMMENTS: <i>(Provide brief comments to support the holistic recommendation)</i></p>			

<p>DOMAIN: Instruction</p> <p>A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.</p>	<p>INEFFECTIVE:</p> <p>Fails to delegate tasks.</p> <p>Allows inappropriate interruptions during instructional time.</p> <p>Fails to monitor teacher planning and collaboration time.</p> <p>Fails to use data to inform organizational decisions.</p> <p>Fails to formally recognize student and teacher successes or achievements.</p>
<p>DEVELOPING:</p> <p>Delegates tasks without consideration of strengths or priorities.</p> <p>Protects instructional time from interruptions.</p> <p>Ensures planning periods are focused on teaching and learning.</p> <p>Uses single source/incomplete data to inform organizational decisions.</p>	<p>ACCOMPLISHED:</p> <p>Builds staff capacity and delegates tasks based on the organization's strengths and priorities.</p> <p>Maximizes instructional time by protecting from interruptions and supporting creative ways of managing students.</p> <p>Communicates and monitors the expectation that engaging instruction is provided for the entire class period.</p> <p>Schedules time for teacher collaboration and planning focused on teaching and learning.</p> <p>Use various forms of data to inform organizational decisions.</p> <p>Schedules and communicates opportunities to recognize student and teacher success and achievement.</p>
<p>STANDARD (ISLIC Standard):</p> <p>1.4 Maximize teacher and organizational time focused on supporting quality instruction and student learning. (2G, 3E)</p> <p>Possible Sources of Evidences:</p> <ul style="list-style-type: none"> Evidence of School Improvement meetings Walkthrough data Evidence of teacher collaborative meetings around data (minutes, agendas) School Master Schedule Evidence of recognition/celebrations SBDM Policies Celebrations Perceptual survey data Program reviews <p><i>Principal Prep Dimensions: 1.2c, 3.3c, 4.2d, 5.1, 5.2</i></p>	<p>EXEMPLARY: <i>(not limited to the following descriptors, but is beyond existing school protocols and structures)</i></p> <p>Finds creative ways to collaborate with and meet the needs of stakeholders outside of existing school structures (e.g., parent conferences, celebrations, business partnerships, faith-based partners).</p> <p>Finds creative ways to support instructional time for students beyond the traditional school day (e.g., business partnerships, faith-based partners, mentoring, higher education partnerships).</p> <p>COMMENTS: <i>(Provide brief comments to support the holistic recommendation)</i></p>

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLLC Standard):

1.5 Promote the use of the most effective and appropriate technologies to support teaching and learning. (2H)

Possible Sources of Evidences:

- Walkthrough data
- PD agenda/minutes
- Technology evident in School Improvement Plans
- Technology Plan
- Lesson Plans
- Student work
- Program reviews

Principal Prep Dimensions: 1.1c, 1.1e, 1.2d, 3.3a, 3.4, 4.3a, 4.3d

ACCOMPLISHED:

Appropriately uses technology to communicate and support teaching and learning.

Links technology initiatives to specific teaching and learning objectives.

Links student use of technology to student achievement.

Ensures available technology resources are maximized for the benefit of instruction and student learning.

Models the importance of personal study and professional development for continued learning of appropriate technology.

DEVELOPING:

Communicates the expectation of using instructional technology.

Encourages technology as an "add-on" to existing instructional practices.

Focuses on "teacher-centered" use of available technology.

Takes the initiative to learn new technology.

INEFFECTIVE:

Displays limited competence in technology critical for efficient and effective operation of the school.

Fails to make technology available to students or teachers.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Serves as a model for technology implementation.

Advocates for technology acquisition and implementation based on school needs and priorities.

Coaches the entire staff on the importance of technology to organizational success and effectiveness.

COMMENTS: (Provide brief comments to support the holistic recommendation)

<p>DOMAIN: Learning Climate</p> <p>Principal creates a safe, supportive, and engaging learning environment where students and staff have the opportunity to build positive relationships and grow and learn according to his/her individual needs.</p>	<p>STANDARD (ISLLC Standard):</p> <p>2.1 Collaboratively develop and implement a shared vision and mission emphasizing a culture of collaboration, trust, learning, and high expectations. (1A, 2A)</p> <p>Possible Sources of Evidences:</p> <ul style="list-style-type: none"> • SBDM Minutes • Committee Structure/Reports • Perceptive survey data • Vision, mission, goal documents • Newsletters/other communications • School Improvement Plan <p><i>Principal Prep Dimensions: 3.3b, 4.1b, 4.1f, 4.1g, 4.2a, 5.1a, 5.1b, 6.1a, 6.1b, 6.1d, 6.1e, 6.1f, 6.1i</i></p>	<p>ACCOMPLISHED:</p> <p>Shares leadership to establish, conduct, and evaluate processes used to involve students and staff in development/implementation of shared vision, mission, and goals.</p> <p>Communicates and models shared vision, mission, and goals, to empower staff in decision making which reflects a collaborative and trusting environment.</p> <p>Communicates and models through decision making processes, a commitment to high expectations and closing of achievement gaps for all students.</p> <p>Identifies and communicates roles, responsibilities, and decision making processes, to appropriate stakeholder groups.</p> <p>Implements situational strategies to minimize conflict and avert crises.</p>	<p>DEVELOPING:</p> <p>Engages students and staff in development of shared vision, mission, and goals.</p> <p>Communicates shared vision, mission, and goals but no protocol exists and/or input from students and staff is not used.</p> <p>Communicates the importance of high expectations and closing of achievement gaps without embedded protocols to support vision, mission, and goals.</p>	<p>INEFFECTIVE:</p> <p>Lacks or unilaterally develops vision, mission, and goals.</p> <p>Fails to connect actions, communications, and decision making to the organization's vision, mission, and goals.</p> <p>Lacks emphasis on learning and/or high expectations in vision, mission, and goals.</p> <p>Fails to demonstrate awareness of situational strategies for minimizing conflict and averting crises.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p> <p>Inspires and nurtures a culture of collaboration, trust, learning, and high expectations, using skillful intervention, when appropriate.</p>		<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>		

<p>DOMAIN: Learning Climate Principal creates a safe, supportive, and engaging learning environment where students and teachers have the opportunity to build positive relationships and grow and learn according to his/her individual needs.</p>	<p>STANDARD (ISLIC Standard): 2.2 Promote and protect the welfare and safety of students and staff. (3C)</p> <p>Possible Sources of Evidences:</p> <ul style="list-style-type: none"> • School/District Plans • Perceptive survey data • Infinite Campus/SIS data reports • Facility Needs Assessment • Personal Observations • School safety data • Behavior reports • Policies and Procedures • Agenda and Minutes <p><i>Principal Prep Dimensions: 3.3b, 4.1a, 4.1d, 4.1g, 5.1d, 5.3a, 6.1d, 6.3a</i></p>	<p>ACCOMPLISHED: Models respect for all stakeholders. Consistently and fairly enforces discipline and crisis management policies. Communicates timely information in regards to crisis situations with appropriate stakeholders. Collaborates with stakeholders to develop and implement a plan that manages conflict and crisis situations in a proactive and timely manner. Ensures policies and procedures are reviewed and revised annually using data on student conduct, student achievement, and facility needs.</p>	<p>DEVELOPING: Ensures that a plan exists to address student conduct and crisis situations. Inconsistently enforces discipline and crisis management policies. Revises the student conduct/discipline/crisis management plan as needed. Responds to behavior and safety issues as they occur with few proactive measures to address issues.</p>	<p>INEFFECTIVE: Fails to develop a plan, or implement an existing plan, for promoting discipline, order and a safe learning and working environment. Demonstrates inconsistent and/or unfair responses to behavior and safety issues.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p>				
<p>Situational narrative is dependent upon the implementation of safety/crisis plans.</p>				
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>				

DOMAIN: Learning Climate

Principal creates a safe, supportive, respectful, and engaging learning environment where students and teachers have the opportunity to build positive relationships and grow and learn according to his/her individual needs.

STANDARD (ISLIC Standard):

2.3 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through sustained positive relationships with families, and community partners. (4B, 4C, 4D)

Possible Sources of Evidences:

- Communications
- Committee memberships
- Cultural celebrations/events
- Perceptive survey data
- Culturally responsive instruction
- Agenda and minutes from meetings
- Program reviews

Principal Prep Dimensions: 1.1e, 3.3b, 4.1b, 4.1c, 4.1f, 4.2b, 6.1

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Recruits and networks with families, community partners, and under-represented populations to develop relationships to solve common problems and pursue shared purposes.

COMMENTS: (Provide brief comments to support the holistic recommendation)

ACCOMPLISHED:

Engages in open dialogue with stakeholders across cultural, social, and economic populations.

Utilizes the community's cultural, social, and intellectual resources to enhance the learning environment, where appropriate.

DEVELOPING:

Engages in open dialogue with limited stakeholder involvement.

Acknowledges the community's cultural, social, and intellectual resources.

INEFFECTIVE:

Fails to demonstrate an understanding, appreciation, and need for the cultural, social and intellectual diversity of the school community.

Fails to provide opportunities for all stakeholders to be involved in the school.

<p>DOMAIN: Leadership and Professionalism Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.</p>			
<p>STANDARD (ISLLC Standard):</p>			
<p>3.1 Ensures each student's academic and social success by collecting and using data to identify goals, assess organizational and teacher effectiveness and promote organizational learning. (1B, 1E, 2D, 2I, 3A, 4A, 5A)</p> <p>Possible Sources of Evidences:</p> <ul style="list-style-type: none"> • Sources of data – state, district, school, and classroom • EILA certificates • Agenda/minutes and handouts • Teacher handbook • Data Analysis • PD opportunities • Professional Growth Plans • Program reviews <p><i>Principal Prep Dimensions: 1.1a, 1.1b, 1.2a, 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 3.1a, 3.1b, 3.2, 3.3a, 3.4a</i></p>	<p style="text-align: center;">ACCOMPLISHED:</p> <p>Emphasizes professional practice across staff interactions (e.g., content standards, assessment, data analysis, teacher support, evaluation, instructional best practices).</p> <p>Uses data appropriately to inform decisions, implement, monitor and assess the effectiveness of curriculum, instruction, and classroom management for every student's academic and social success.</p> <p>Collaboratively develops and monitors each staff member's professional growth plan based on multiple sources of data.</p> <p>Reflects on own work, analyzes strengths and weaknesses, and takes responsibility for his/her professional growth.</p>	<p style="text-align: center;">DEVELOPING:</p> <p>Emphasizes managerial/administrative tasks during faculty meetings.</p> <p>Uses data to identify priority needs to support an effective instructional program.</p> <p>Attempts to differentiate professional development</p>	<p style="text-align: center;">INEFFECTIVE:</p> <p>Displays little or no evidence of new professional learning or sharing that learning with colleagues.</p> <p>Fails to use data to inform instructional program decisions.</p> <p>Provides professional development opportunities without evidence of staff need.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p>			
<p>Models lifelong learning by demonstrating professional practices for staff (e.g., content standards, assessment, data analysis, teacher support, instructional best practices).</p> <p>Collaborates with other schools, departments, districts and organizations in order to build professional knowledge of school staff.</p>			
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

<p>DOMAIN: Leadership and Professionalism Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.</p>			
<p>STANDARD (ISLLC Standard):</p> <p>3.2 Develop the capacity for distributive leadership in instructional and organizational operations. (2F, 3D)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • Documentation of teacher-led meetings • EILA credits • Professional Developments • Parent-teacher conferences • Evidence of teacher chaired committees • Documentation of volunteer programs • Parental involvement • Professional Growth Plan • Communications • Program reviews <p><i>Principal Prep Dimensions: 3.2, 3.3b, 3.3d, 3.4, 4.1b, 4.2, 4.3, 5.1d, 5.2b, 5.3b</i></p>			
<p>ACCOMPLISHED:</p> <p>Delegates tasks with corresponding levels of authority for instructional and organizational operations.</p> <p>Utilizes professional growth and evaluation process to leverage strengths and build leadership capacity among staff.</p>		<p>DEVELOPING:</p> <p>Distributes leadership on issues that are of little consequence to school functionality.</p> <p>Seeks opportunities to build teacher efficacy and leadership capacity among staff.</p>	
		<p>INEFFECTIVE:</p> <p>Fails to distribute leadership opportunities or decision-making authority.</p> <p>Fails to build teacher efficacy.</p>	
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p> <p>Nurtures the strengths and talents of students, staff, parents, and community to positively impact the effective and efficient operations of the learning community.</p> <p>Designs and implements succession plans for every key position, ensuring the organization has a depth of talent to move the learning community forward.</p>			
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>3.3 Create, implement, monitor, and revise plans to promote continuous improvement toward school goals. (1C, 1D)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • Strategic Plan • School Improvement Plan • Committee structures • SBDM agendas/minutes • Master schedule • RTI • PLC's • PD • Emails/staff correspondence • Assessment/accountability data • I and I checklist • Team Meeting Agendas/Minutes • Staff Meeting Agendas/Minutes • Program reviews <p>Principal Prep Dimensions: 2.1c, 2.2a, 2.2b, 3.4, 5.1b, 5.1c, 5.2</p>	<p>Aligns change strategies, and instructional programs with the school's vision, mission and improvement goals through collaborative planning.</p> <p>Revises plans, programs, and activities based on evidence of progress toward the vision, mission, and improvement goals.</p> <p>Collaboratively develops, communicates, and builds shared ownership of improvement goals.</p> <p>Identifies achievement gaps and strategies to address them in the school improvement goals.</p>	<p>Creates specific and measurable improvement goals related to student achievement.</p> <p>Creates structures that monitor the impact of improvement goals.</p> <p>Leads collaborative development of improvement goals.</p>	<p>Fails to identify specific or measurable improvement goals.</p> <p>Fails to monitor the impact of improvement goals.</p> <p>Creates improvement goals without collaboration.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p>			
<p>Inspires and nurtures a culture of transparency in the development of vision, mission, and improvement goals to stakeholder groups, fostering student improvement and community support.</p>			
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard)	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>3.4 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. (3B)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • SBDM policy and budgets • Master schedule • Safety plans • Observations • Budget reports • Audit reports • Grants • Building schedule • Technology plan • Inventory • Contact logs • Program reviews • Use of CIITS <p><i>Principal Prep Dimensions: 1.1d, 3.1c, 3.3a; 4.3c, 5.1c, 5.2a, 5.3a, 5.4a, 6.2</i></p>	<p>Delegates and monitors responsibilities for oversight of operational systems (e.g., physical safety, ADA requirements, fiscal resources, daily operations, and maintenance of the facility, materials and technology resources).</p> <p>Communicates the effectiveness of operational systems based on relevant data.</p> <p>Monitors fiscal records regularly to ensure the accountability of all funds.</p> <p>Allocates funds based on student needs within the framework of federal and state rules.</p> <p>Ensures all reports and compliance activities are submitted in a timely and thorough manner.</p> <p>Obtain and make creative use of resources (e.g., people, time, space, technology and money) to improve teaching and learning.</p> <p>Aligns staff selection and assignment with the diverse needs of the school.</p>	<p>Maintains operational systems (e.g. physical safety, ADA requirements, fiscal resources, daily operations, maintenance of the facility, materials and technology resources).</p> <p>Revises operational systems based on data.</p> <p>Aligns allocated resources (e.g., time, people, space, technology, and money) to achieve the school's vision and goals.</p>	<p>Fails to maintain operational systems (e.g., physical safety, ADA requirements, fiscal resources, daily operations, maintenance of the facility, materials and technology resources).</p> <p>Fails to monitor and improve operational systems.</p> <p>Fails to develop a budget for the fiscal year.</p> <p>Fails to align allocated resources (e.g., time, people, space, and money) to achieve the school's vision and goals.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p> <p>Seeks and utilizes resources, partnerships, and opportunities beyond district/state funding.</p> <p>Develops capacity within him/herself and staff to efficiently identify, access, and utilize relevant outside resources.</p> <p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):

3.5 Promotes the success of every student by acting with integrity, fairness, and in an ethical manner. (5)

Possible Sources of Evidence:

- SBDM policies
- Accountability Systems
- Perceptive survey data
- Confidentiality Training
- Logs
- Student Record Sign-In
- RTI data and summary reports
- Working conditions survey
- Scheduling process

Principal Prep Dimensions: 4.1g, 4.1h, 4.3, 5.1d, 5.4

ACCOMPLISHED:

Adheres to the Code of Ethics for Administrators.

Reviews and revises policies and systems assuring success for every student.

Models personal and professional ethics, integrity, justice, and fairness.

Meets the parameters of ethical and professional behaviors as established by federal, state, and local policies and professional organizations

DEVELOPING:

Develops and implements policies and systems assuring success for every student

INEFFECTIVE:

Violates the Code of Ethics for Administrators.

Fails to develop policies or systems that assure success for every student.

Fails to meet the parameters of ethical and professional behaviors as established by federal, state, and local policies and professional organizations.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Sustains personal motivation, optimism, commitment, energy and health by balancing professional and personal responsibilities and encouraging similar actions for others.

Collaborates with others to establish ethical norms and beliefs that impact behavior within the school and extends into the broader community.

COMMENTS: (Provide brief comments to support the holistic recommendation)

<p>DOMAIN: Leadership and Professionalism</p> <p>Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.</p>			
<p>STANDARD (ISLLC Standard):</p> <p>3.6 Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. (6)</p>			
<p>Possible Source of Evidence:</p> <ul style="list-style-type: none"> • Attends Board of Ed meetings • Consults with KASC • Consults w/KDE • Participates with state and local agencies • FRYSC • Correspondence with city/county/community leaders • Correspondence w/ local business/banks • Federal Title programs • District leadership • Documentation of visits, letters/emails, copies of agendas • SBDM agendas and minutes 	<p>ACCOMPLISHED:</p> <p>Advocate for children, families and other stakeholders.</p> <p>Act to influence local, district, state, and national decisions affecting student learning.</p> <p>Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.</p>	<p>DEVELOPING:</p> <p>Facilitates discussions with school community about federal, state, and local laws, policies, regulations, and statutory requirements.</p>	<p>INEFFECTIVE:</p> <p>Fails to respond to political, social, and cultural needs of stakeholders.</p> <p>Fails to act as an advocate for children and families.</p>
<p>EXEMPLARY: (not limited to the following descriptors; but is beyond existing school protocols and structures)</p> <p>Informs and influences policies and policymakers (e.g. school board members, district and state education leaders, other policy makers) by establishing relationships to better serve children and families.</p> <p>Advocates for public policies that provide for present and future needs of children and families and improve equity and excellence in education.</p> <p>Serves on professional and/or community groups which contribute to policies that influence student achievement.</p>			
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

<p>DOMAIN: Student Growth Principal contributes to student academic growth and overall school success.</p>			
<p>STANDARD: 4.1 Impacts the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement), contributing to overall school success.</p> <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> Formative assessment results Summative assessment results Student work analysis Program reviews Interim benchmark assessments Data disaggregation matrix Gap goals and progress documentation IEPs, ILPs, PSPs, GSPs College readiness Graduation rates Student growth percentiles Dropout rates End of course exams Student performance State assessment NRTs 	<p>ACCOMPLISHED: Multiple measures validate student academic growth and/or achievement results that meet the established school goal and/or student learning objectives. Multiple measures validate a targeted reduction in student achievement gaps. Data trends document continuous and sustainable improvement on K-PREP.</p>	<p>DEVELOPING: Multiple measures indicate student growth but growth does not meet the established school goal and/or student learning objectives. Multiple measures indicate progress towards reducing student achievement gaps, but falls short of targeted goal. Data trends document improvement on K-PREP.</p>	<p>INEFFECTIVE: Demonstrates a pattern of no student growth and/or failed student achievement. Fails to indicate a pattern of reducing achievement gaps. Data trends document regression or no improvement on K-PREP.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures) Multiple measures of trend data (multiple years) validate a pattern of goal attainment in student performance, growth, or closing of achievement gaps. Creates a sense of shared ownership of overall school success through a culture of collaboration.</p>			
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

Summative Evaluation Format

<u>INSTRUCTION</u>	<u>LEARNING CLIMATE</u>	<u>LEADERSHIP AND PROFESSIONALISM</u>	<u>STUDENT GROWTH</u>
1.1 Rigorous & Coherent Curriculum EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.1 Culture of High Expectations EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.1 Data Informed Decision Making EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	4.1 Student Growth EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE
1.2 Motivating Learning Environment EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.2 Student & Staff Safety EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.2 Capacity Building EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.3 Monitoring Student Progress EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.3 Positive Relationships EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.3 Continuous Improvement EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.4 Organizational Time EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE		3.4 Effective Use of Resources EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.5 Technology Support EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE		3.5 Professional Integrity EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
		3.6 Political & Social Influence EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
OVERALL: INSTRUCTION EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	OVERALL: LEARNING CLIMATE EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	OVERALL: LEADERSHIP AND PROFESSIONALISM EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	OVERALL: STUDENT GROWTH EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE

- I agree with the above evaluation.
- I disagree with the above evaluation for the following reasons:

EVALUATEE COMMENTS:

Evaluatee Signature*

Date

Evaluator Signature

Date

*Does not denote agreement with evaluation, only that evaluation results have been shared with the evaluatee.

RESEARCH BASE FOR PRINCIPAL EFFECTIVENESS FRAMEWORK

INSTRUCTION DOMAIN:

1.1 Rigorous & Coherent Curriculum

- Cooper, et al. (2005, January/March). School-level politics and professional development: Traps in evaluating the quality of practicing teachers. *Educational Policy*, 19(1), 112-125.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fink, E., Resnick, L. B. (2001, April). Developing principals as instructional leaders. *Phi Delta Kappan*, 82(8), 598-606.
- Leithwood, K. A., Riehl, C. (2003, March). *What do we already know about successful school leadership?* Washington, DC: AERA Division A Task Force on Developing Research in Educational Leadership.
- Mazzeo, C. (2003). *Improving teaching and learning by improving school leadership*. Washington, DC: National Governors Association Center for Best Practices.
- Painter, S. R. (2000). Principals' efficacy beliefs about teacher evaluation. *Journal of Educational Administration*, 38(4), 368-378.
- Reeves, D. (2009). *Assessing Educational Leaders*. Thousand Oaks, CA: Corwin Press.
- Schmoker, M. (2006). *Results Now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

1.2 Motivating Learning Environment

- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hallinger, P., et al. (1996). *School context, principal leadership, and student reading achievement*. *The Elementary School Journal*, 96(5), 527-549.
- Hallinger, P., Heck, R. H. (1996, February). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.
- Harris, S.L., Lowery, L. (2002, May). A view from the classroom. *Educational Leadership*, 59(8), 64-65.
- Leithwood, K. A., Riehl, C. (2003, March). *What do we already know about successful school leadership?* Washington, DC: AERA Division A Task Force on Developing Research in Educational Leadership.
- Mendel, et al. (2002, October 6). *A study of leadership behaviors of elementary principals compared with school climate*. Paper presented at the Southern Regional Council for educational Administration, Kansas City, MO.

1.3 Monitoring Student Progress

- Brimjoin, K., Marquise, E., Tomlinson, C. A. (2003, February). Using data to differentiate instruction. *Educational Leadership*, 60(5), 70-73.
- DuFour, R. (2004, May). What is a "professional learning community"? *Educational Leadership*, 61(8), 6-11.
- Fullan, M. (2005). *Leadership & sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Guskey, T. R. (2003, February). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6-11.
- Leithwood, K. A., Riehl, C. (2003, March). *What do we already know about successful school leadership?* Washington, DC: AERA Division A Task Force on Developing Research in Educational Leadership.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Parsons, B. A. (2003, February). A tale of two schools' data. *Educational Leadership*, 60(5), 66-68.
- Portin, et al. (2003, September). *Making sense of leading schools: A study of the school principalship*. Seattle, WA: Center on Reinventing Public Education.

Ruebling, C. E., Stow, S. B., Kayona, F. A., Clarke, N. A., (2004, Spring). Instructional leadership: An essential ingredient for improving student learning. *The Educational Forum*, 68, 243-252.

Schmoker, M. (2003, February). First things first: Demystifying data analysis. *Educational Leadership*, 60(5), 22-24.

Zmuda, A., et al. (2004). *Transforming schools: Creating a culture of continuous improvement*. Alexandria, VA: Association of Supervision and Curriculum Development.

1.4 Organizational Time

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fink, E., Resnick, L. B. (2001, April). Developing principals as instructional leaders. *Phi Delta Kappan*, 82(8), 598-606.

Friend, M. (2007, February). The coteaching partnership. *Educational Leadership*, 64(5), 48-52.

Marzano R., et al. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development; and Aurora, CO: Mid-continent Research for Education and Learning.

Pajak, E., McAfee, L. (1992). The principal as school leader, curriculum leader. *NASSP Bulletin*, 7(547), 21-29.

Ruebling, et al. (2004, Spring). Instructional leadership: An essential ingredient for improving student learning. *The Educational Forum*, 68, 243-252.

Shellard, E. (2005). How assessment data can improve instruction. *Principal*, 84(3), 30-32.

1.5 Technology Support

Buck, F. (2007). Saving time and paper with basic technology. *Principal*, 86(30), 18-21.

Prensky, M. (2005-06, December/January). Listen to the natives. *Educational Leadership*, 63(4), 8-13.

Protheroe, N. (2005, November/December). Technology and student achievement. *Principal*, 85(2), 46-48.

Stratham, D. S., Torell, C. R. (1996). *Computers in the classroom: The impact of technology on student learning*. Boise, ID: Army Research Institute, Boise State University.

Wengilnsky, H. (2005-06, December/January). Technology and achievement: The bottom line. *Educational Leadership*, 63(4), 29-33.

LEARNING CLIMATE DOMAIN:

2.1 Culture of High Expectations

Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.

Education Commission of the States. (2002). *No Child Left Behind issue brief: Data-driven decision-making*. Denver, CO: Author.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Hargreaves, A., & Fink, D. (2003, May). Sustaining Leadership. *Phi Delta Kappan*, 84(9), 693-700.

Leithwood, K. A., & Riehl, C. (2003, March). *What do we already know about successful school leadership?* Washington, DC: AERA Division A Task Force on Developing Research in Educational Leadership.

Marzano, R., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

2.2 Student & Staff Safety

- Cornell, D. G., & Sheras, P. L. (1998). Common errors in school crisis response: Learning from our mistakes. *Psychology in the schools*, 35(3), 297-307.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Council of Chief State School Officers. (2002, April). *Expecting success: a study of 5 high performing, high poverty schools*. Washington DC: Author.
- Education Commission of the States. (2002). *No Child Left Behind issue brief: Data-driven decision-making*. Denver, CO: Author.
- Harris, S. L., & Lowery, L. (2002, May). A view from the classroom. *Educational Leadership*, 59(8), 64-65.
- Marzano, R., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Prestine, N. A., & Nelson, B.S. (2003, April). *How can educational leaders support and promote teaching and learning? New concepts for leading and learning in schools*. Task Force for the Development of an Agenda for Future Research on Educational Leadership. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Reeves, D. (2006). *The learning leader*. Alexandria, VA: Association for Supervision and Curriculum Development.
- United States Department of Education. (2006, Fall). *Lessons learned from school crises and emergencies*. Washington-DC: Author. Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sq1/content_storage_01/0000019b/80/27/fa/ed.pdf.

2.3 Positive Relationships

- Catano, N., & Stronge, J. H. (2007). What do we expect of school principals? Congruence between principal evaluation and principal standards. *International Journal of Leadership in Education*, 10(4), 379-399.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M., Bertani, A., & Quinn, J. (2004, April). New lessons for districtwide reform: Effective leadership for change has 10 crucial components. *Educational Leadership*, 61(7), 42-46.
- Jacobsen, D. M., & Gladstone, B. (1999). A report on educational partnerships supporting the Galileo at Banded Peak School in Rocky View School Division. *The International Electronics Journal of Leadership and Learning*. Retrieved from <http://www.ucalgary.ca/~iejl/volume3/gladstone2.html>.
- Leithwood, K. A., & Riehl, C. (2003, March). *What do we already know about successful school leadership?* Washington, DC: AERA Division A Task Force on Developing Research in Educational Leadership.
- Marzano, R., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Pitlich, B., & Fredericks, R. (2005, January/February). A principal's guide to school politics. *Principal*, 84(3), 10-14.
- Portin, B., Schneider, P., DeArmond, M., & Gundlach, L. (2008, September). *Making sense of leading schools: A study of the school principalship*. Seattle: WA.: Center on Reinventing Public Education.
- Ritter, S. H., & Gottfried, S. C. (2002). *Supporting children through family-school-community-business collaboration*. Greensboro, NC: The Regional Educational Laboratory for the Southeast, University of North Carolina at Greensboro.

LEADERSHIP AND PROFESSIONALISM DOMAIN:

3.1 Data-Informed Decision Making

- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fink, E., Resnick, L. B. (2001, April). Developing principals as instructional leaders. *Phi Delta Kappan*, 82(8), 598-606.

- Leithwood, K. A., Riehl, C. (2003, March). *What do we already know about successful school leadership?* Washington, DC: AERA Division A Task Force on Developing Research in Educational Leadership.
- Marzano R., et al. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development; and Aurora, CO: Mid-continent Research for Education and Learning.
- NSDC (2001). *Standards for staff development.* Retrieved August 15, 2007, from <http://www.nsd.org/standards/about/index.cfm>.
- Schmoker, M. (2006). *Results Now: How we can achieve unprecedented improvements in teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Shellard, E. (2005). How assessment data can improve instruction. *Principal*, 84(3), 30-32.
- Snipes, J., et al. (2002). *Foundations for success: Case studies of how urban school systems improve student achievement.* New York: Manpower Demonstration Research Corporation (MDRC).
- Stronge, J. H., Ostrander, L. P. (2006). Client surveys in teacher evaluation. In J. H. Stronge (Ed.), *Evaluating teaching: A guide to current thinking and best practice (2nd ed.)* (pp. 125-151). Thousand Oaks, CA: Corwin Press.
- Togneri, W., Anderson, S. E. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.* Alexandria, VA: Learning Alliance First.
- ### 3.2 Capacity Building
- Blase, J., Blase, J. (2001). *Empowering teachers: What successful principals do (2nd ed.)*. Thousand Oaks, CA: Corwin Press.
- Cotton, K. (2003). *Principals and student achievement: What the research says.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Drago-Severson, E. (2004). *Helping teachers learn: Principal leadership for adult growth and development.* Thousand Oaks, CA: Corwin Press.
- Fullan, M., et al. (2004). New lessons for districtwide reform: Effective leadership for change has 10 crucial components. *Educational Leadership*, 61(7), 42-46.
- Portin, et al. (2003, September). *Making sense of leading schools: A study of the school principalship.* Seattle, WA: Center on Reinventing Public Education.
- Marzano R., et al. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development; and Aurora, CO: Mid-continent Research for Education and Learning.
- Waters, T., Grubb, S. (2004). *Leading schools: Distinguishing the essential from the important.* Retrieved June 30, 2007, from http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/4005IR_LeadingSchools.pdf.
- ### 3.3 Continuous Improvement
- Cotton, K. (2003). *Principals and student achievement: What the research says.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Kelly, L. K., Lezotte, L. W. (2003). Developing leadership through the school improvement process. *Journal of School Improvement*, 4(1). Retrieved November 12, 2007, from http://www.ncacasi.org/jsi/2003/4il/develop_leadership.
- Marzano R., et al. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development; and Aurora, CO: Mid-continent Research for Education and Learning.
- Ruebling, et al. (2004, Spring). Instructional leadership: An essential ingredient for improving student learning. *The Educational Forum*, 68, 243-252.
- ### 3.4 Effective Use of Resources
- Charlotte Advocates for Education. (2004). *Role of principal leadership in increasing teacher retention: Creating a supportive environment.* Charlotte, NC: Author.
- Cotton, K. (2003). *Principals and student achievement: What the research says.* Alexandria, VA: Association for Supervision and Curriculum Development.

- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- King, D. (2002, May). The changing shape of leadership. *Educational Leadership*, 59(8), 61-63.
- Lashway, L. (2002b, Spring). Research roundup: Rethinking the principalship. *Clearinghouse on Educational Policy and Management (CEPM)*, 18(3). Retrieved April 8, 2007, from http://eric.uoregon.edu/publications/roundup/Spring_2002.html.
- Marks, H. M., Priny, S. M. (2003, August). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Marzano R., et al. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development; and Aurora, CO: Mid-continent Research for Education and Learning.
- Portin, et al. (2003, September). *Making sense of leading schools: A study of the school principalship*. Seattle, WA: Center on Reinventing Public Education.
- Wilmore, E. (2002). *Principal leadership: Applying the new educational leadership constituent council (ELCC) standards*. Thousand Oaks, CA: Corwin Press.
- ### 3.5 Professional Integrity
- Beck, L. G., Murphy, J. (1994). *Ethics in educational leadership programs: An expanding role*. Thousand Oaks, CA: Corwin Press.
- Bryk, A. S., Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Davis, S. H. (1998). Superintendents' perspectives on the involuntary departure of public school principals: The most frequent reasons why principals lose their jobs. *Educational Administration Quarterly*, 34(1), 58-90.
- Fullan, M., et al. (2004). New lessons for districtwide reform: Effective leadership for change has 10 crucial components. *Educational Leadership*, 61(7), 42-46.
- Lashway, L. (2003, July). *Role of the school leader*. Eugene, OR: University of Oregon; and Washington, DC: U.S. Department of Education/ERIC Clearinghouse on Educational Management.
- Marzano R., et al. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development; and Aurora, CO: Mid-continent Research for Education and Learning.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco, CA: Jossey-Bass.
- Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools*. San Francisco, CA: Jossey-Bass.
- ### 3.6 Political & Social Influence
- Catano, N., Stronge, J. H. (2007). What do we expect of school principals? Congruence between principal evaluation and performance standards. *International Journal of Leadership in Education*, 10(4), 379-399.
- Chavkin, N. F., Williams, D. L. (1993). Minority parents and the elementary school: Attitudes and practices. In N. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 73-83). Albany, NY: State University of New York Press.
- Fullan, M., et al. (2004). New lessons for districtwide reform: Effective leadership for change has 10 crucial components. *Educational Leadership*, 61(7), 42-46.
- Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Urban Education*, 40(3), 202-217.
- Leithwood, K. A., Riehl, C. (2003, March). *What do we already know about successful school leadership?* Washington, DC: AERA Division A Task Force on Developing Research in Educational Leadership.
- Leithwood, K., et al. (2004). *How leadership influences student learning*. St. Paul, MO: Learning From Research Project: University of Minnesota, Center for Applied Research and Educational Improvement (CAREI); Toronto: Ontario Institute for Studies in Education at the University of Toronto (OISEUT); and New York: The Wallace Foundation.
- Portin, et al. (2003, September). *Making sense of leading schools: A study of the school principalship*. Seattle, WA: Center on Reinventing Public Education.

- Riggins-Newby, C., Hayden, H. (2004, March). *The principal's leadership network: Focusing on the image of the principal*. The Education Alliance, Brown University: Northeast and Islands Regional Educational Library; Alexandria, VA: National Association of Elementary School Principals (NAESP). Retrieved June 2, 2008 from http://www.alliance.brown.edu/pubs/pln/focus_prncpl.pdf.
- Simkins, T. (2005). Leadership in Education: "What works" or "what makes sense"? *Educational Management Administration and Leadership*, 33(1), 9-26.
- Usdan, M., et al. (2000). *Leadership for student learning: Reinventing the principalship*. Washington, DC: Institute for Educational Leadership.

STUDENT GROWTH DOMAIN:

4.1 Student Growth

- Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135.
- Allington, R.L., & Johnson, P.H. (2000). *What do we know about effective fourth-grade teachers and their classrooms?* Albany, NY: The National Research Center on English Learning & Achievement, State University of New York.
- Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). The effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-460.
- Hattie, J. (2003). *Teachers make a difference: What is the research evidence?*
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sanders, W.L., & Rivers, J.C., (1996, November). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.
- Schalock, H.D., Schalock, M.D. (1993). Student learning in teacher evaluation and school improvement: An introduction. *Journal of Personnel Evaluation in Education*, 7, 103-104.
- Stecker, P.M., Fuchs, L.S., & Fuchs, D. (2005). Using curriculum-based measurement to improve student achievement: Review of research. *Psychology in the Schools*, 42(8), 795-819.
- Stronge, J. (2010). *Effective Teachers = Student Achievement: What the research says*. Larchmont, NY: Eye on Education.
- Stronge, J. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye on Education.
- Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.

Selection Criteria for Participation in the Pilot and Field Testing Phases of the Teacher and Principal Evaluation System:

Teachers:

1. Grade Level:
3-8
9-12 (Language Arts and Mathematics including teachers in "End of Course" areas)
2. Social Studies/Science
3. K - 2
4. Program Review Areas (Writing, Practical Living/Career Studies, Arts and Humanities)

Conditions:

1. Teachers/Principals must volunteer
2. No first year teachers/principals or KTIP teachers.
3. No teachers/principals involved in corrective action.
4. No teachers/principals in current cycle of evaluation (KDE will provide additional guidance to local districts exceeding the minimum evaluation requirements for experienced teachers.)
5. A minimum of 750 teachers statewide for the field test - minimum of 15 teachers per district (scale according to size)

For the field study you will want to employ a stratified sampling plan that includes the following:

1. **Elementary level:** select approximately 3-5 teachers per school (ensuring representation across grade levels) and content areas (e.g., in the situation where there is departmentalization teachers responsible for math and English/language arts instruction).
2. **Middle level:** select approximately 6-8 teachers (ensuring representation across grade levels as well as include teachers responsible for math and English/language arts instruction). Middle level is defined as grades 5-8, 6-8 or whatever configuration is termed a middle school.
3. **Secondary level:** select approximately 6-8 teachers (ensuring representation across grade levels as well as include teachers responsible for math and English/language arts instruction). Secondary level is also referred to as high school (e.g., grades 9-12).
4. Within each district included in the field study should be 20% elementary schools; 33% middle school; and 33% high schools.
5. Teachers and Principals selected to participate in the field study should be able to provide insight into best practices and measured effectiveness.
6. Principal selection should include representation of elementary, middle and high schools. Assistant principals should be included as a part of the sample. Select a principal (or assistant principal) from 20% elementary schools; 33% middle schools; and 33% high schools.

For integration grant districts - include in your selection for the teacher effectiveness field test those middle and high school teachers identified for the Literacy Design/Math Design Collaborative work (Some exceptions may apply). **Understand** that you will have other teachers participating in the teacher effectiveness field test only.

Outline Number	% Complete	Task Name	Duration	Start	Finish	Predicted Resource Names
0	27%	Professional Growth and Evaluation System	1374.93 days	Fri 11/20/09	Thu 10/30/14	
1	100%	Initiate/Charter	392.53 days	Tue 6/1/10	Thu 10/27/11	
2	100%	Project Planning	116.27 days	Wed 9/1/10	Mon 1/31/11	
3	60%	Expand alternative routes provided by institutions operating independently of universities	1029.33 days	Fri 11/20/09	Thu 8/1/13	
3.1	100%	Open Teach for America in Eastern KY	493.87 days	Fri 11/20/09	Tue 8/30/11	Michael Dailey
3.2	100%	Develop communications plan to support Teach for America	21.33 days	Mon 5/2/11	Fri 5/27/11	Candace Souder
3.3	0%	Present potential alternative pathways for leaders using documents for university study	349.87 days	Tue 5/1/12	Thu 8/1/13	Candace Souder
4	10%	Ensure equitable distribution of teachers and leaders	676.27 days	Wed 6/30/10	Mon 12/3/12	
4.1	100%	Request EPSB data for teacher quality plan	10.67 days	Mon 2/7/11	Fri 2/18/11	Candace Souder
4.2	0%	Incorporate EPSB data in plan	24.53 days	Mon 10/17/11	Wed 11/16/11	Candace Souder
4.3	0%	Finalize plan	9.6 days	Tue 10/4/11	Fri 10/14/11	Candace Souder
4.4	0%	Submit to KDE leadership for approval	5.33 days	Mon 10/17/11	Fri 10/21/11	Michael Dailey
4.5	0%	Submit to KBE for approval	29.87 days	Mon 10/24/11	Wed 11/30/11	Larry Stinson
4.6	0%	Plan to ensure high-poverty and or high-minority schools are served by highly-effective teachers and principals at equal or higher rates	1.07 days	Thu 12/1/11	Thu 12/1/11	
4.7	0%	Submit to EPSB for approval	1.07 days	Thu 12/15/11	Thu 12/15/11	Michael Dailey
4.8	80%	Submit revised state teacher quality plan to USDOE	11.73 days	Fri 12/16/11	Fri 12/30/11	Renee Scott
4.9	0%	Develop strategies for districts to identify, recruit and retain effective teachers and principals to classrooms and schools where they are most needed	552.53 days	Wed 6/30/10	Fri 6/22/12	Monica Davis
4.10	0%	Create a state recruitment and retention plan	233.6 days	Tue 3/1/11	Fri 12/30/11	Monica Davis
4.11	0%	Develop and implement a workshop for local districts to support the State recruitment and Retention Plan	349.87 days	Thu 9/1/11	Mon 12/3/12	Monica Davis
4.12	100%	Request unique teacher ID for all teachers from KIDS	116.27 days	Thu 9/16/10	Tue 2/15/11	Michael Dailey
5	83%	Develop and Deploy Teacher Working Conditions Survey	357.33 days	Tue 7/20/10	Mon 10/31/11	
5.1	100%	Develop RFP	264.53 days	Tue 7/20/10	Thu 6/30/11	Michael Dailey
5.2	100%	Establish Working conditions Coalition	49.07 days	Tue 7/27/10	Tue 9/28/10	Michael Dailey
5.3	100%	Develop and adopt questions related to SBDM to add to the working conditions survey	46.93 days	Mon 8/2/10	Thu 9/30/10	Michael Dailey
5.4	100%	Develop and adopt Coalition Partnership MOU	46.93 days	Mon 8/2/10	Thu 9/30/10	Michael Dailey
5.5	100%	Implement the coalition partnership MOU	160 days	Mon 1/3/11	Fri 7/29/11	Michael Dailey
5.6	100%	Develop and adopt a communications plan around the Working Conditions Survey	46.93 days	Mon 8/2/10	Thu 9/30/10	Michael Dailey

Task Legend:

- Task
- Milestone
- Summary
- Rolled Up Task
- Rolled Up Milestone
- Rolled Up Progress
- Split
- External Tasks
- Project Summary
- Group By Summary
- Inactive Task
- Inactive Milestone
- Inactive Summary
- Manual Task
- Duration-only
- Manual Summary Rollup
- Manual Summary
- Start-only
- Finish-only
- Progress
- Deadline

Project: Professional Growth and Eval
Date: Thu 10/20/11

Outline Number	% Complete	Task Name	Duration	Start	Finish	Project Resource Names
5.7	100%	Develop a plan to use resulting data to help teachers, principals, superintendents and communities grow	33.07 days	Mon 1/17/11	Mon 2/28/11	Michael Dailey
5.8	0%	Implement the plan to use resulting data to help teachers, principals, superintendents and communities grow	129.07 days	Mon 5/16/11	Mon 10/31/11	Michael Dailey
5.9		Merge student performance data (state assessment) into the results of the Working Conditions survey	1.07 days	Fri 9/23/11	Fri 9/23/11 4:00	Troy Teegarden
6	41%	Develop and implement a comprehensive PGES utilizing multiple measures	602.67 days	Thu 7/1/10	Thu 8/30/12	
6.1	100%	Develop Framework	278.4 days	Thu 7/1/10	Thu 6/30/11	
6.2	100%	Conduct meeting with Felicia, Cindy Parker and field team to discuss responsibilities for Gates grant	6.4 days	Fri 7/1/11	Fri 7/8/11	Michael Dailey
6.3	100%	Implement KDE public website page	20.27 days	Mon 6/6/11	Thu 6/30/11	
6.4	100%	Conduct Teacher and Principal Steering committee meetings	26.67 days	Mon 6/6/11	Fri 7/8/11	
6.5	100%	Develop application for districts to apply for field testing in 2011-12	10.67 days	Fri 7/1/11	Thu 7/14/11	Jeff Stamper
6.6	27%	Preparation for Field Test	128 days	Fri 7/29/11	Fri 1/13/12	
6.6.1	100%	Send guiding questions to Edvantia	1.07 days	Fri 7/29/11	Fri 7/29/11	Michael Dailey
6.6.2	100%	Edvantia will respond to questions with instructions for volunteer districts	1.07 days	Thu 8/4/11	Thu 8/4/11 78	Vendor
6.6.3	100%	Forward questions to Design Team	1.07 days	Thu 8/4/11	Thu 8/4/11	Michael Dailey
6.6.4	100%	Conference call with Edvantia and Design Team members	1.07 days	Thu 8/4/11	Thu 8/4/11	Michael Dailey
6.6.5	100%	Design team sends guiding questions and instructions to volunteer districts	1.07 days	Mon 8/8/11	Mon 8/8/11	Jodie Zeller
6.6.6	100%	Design team will meet with volunteer districts	23.47 days	Tue 8/9/11	Wed 9/7/11 82	Jodie Zeller
6.6.7	100%	Design team documents details from volunteer districts and synthesizes	2.13 days	Mon 9/12/11	Wed 9/14/11	Jodie Zeller
6.6.8	100%	Design team sends synthesized document to Michael and posts details on website	0 days	Tue 9/13/11	Tue 9/13/11	Jodie Zeller
6.6.9	100%	Draft steering committee agenda	0 days	Wed 9/14/11	Wed 9/14/11 85	Michael Dailey
6.6.10	100%	Send agenda, guiding questions and synthesized document to steering committee members	0 days	Fri 9/16/11	Fri 9/16/11	Larry Stinson
6.6.11	100%	Conduct steering committee meetings	1.67 days	Wed 9/22/11	Thu 9/22/11	Larry Stinson
6.6.12	100%	Select members of SC for core group to evaluate framework prior to content validity studies	0 days	Tue 9/13/11	Tue 9/13/11	Michael Dailey
6.6.13	100%	Establish meeting date	0 days	Tue 9/13/11	Tue 9/13/11	Michael Dailey
6.6.14	100%	Invite participants	0 days	Fri 9/16/11	Fri 9/16/11	Michael Dailey
6.6.15	100%	Conduct meeting with SC core group to evaluate framework	1.67 days	Tue 9/27/11	Wed 9/28/11	Vendor
6.6.16	100%	Send framework to steering committee members	0 days	Fri 9/30/11	Fri 9/30/11	Larry Stinson

Task Legend:

- Milestone: [Solid bar]
- Summary: [Dotted bar]
- Rolled Up Task: [Dotted bar with arrow]
- Rolled Up Milestone: [Dotted bar with diamond]
- Rolled Up Progress: [Dotted bar with diamond]
- Split: [Dotted bar with vertical line]
- External Tasks: [Dotted bar with vertical line]
- Project Summary: [Solid bar]
- Group By Summary: [Solid bar]
- Inactive Task: [Dotted bar]
- Inactive Milestone: [Dotted bar]
- Inactive Summary: [Dotted bar]
- Manual Task: [Dotted bar]
- Duration-only: [Dotted bar]
- Manual Summary Rollup: [Solid bar]
- Manual Summary: [Solid bar]
- Start-only: [Solid bar]
- Finish-only: [Solid bar]
- Progress: [Solid bar]
- Deadline: [Solid bar]

Project: Professional Growth and Eval
Date: Thu 10/20/11

Outline Number	% Complete	Task Name	Duration	Start	Finish	Predicted Resource Names	APL
6.6.17	100%	Select districts for 2011-2012	5.33 days	Mon 8/8/11	Fri 8/12/11	Michael Dailey	S
6.6.18	100%	Draft and Release press release of participating districts	2.73 days	Wed 9/14/11	Fri 9/16/11	David Simpson	
6.6.19	100%	Set up orientation session for 2011-2012 districts, logistics, food, etc.	5.33 days	Mon 8/8/11	Fri 8/12/11	Monica Raines	
6.6.20	100%	Invite participants to kickoff using established communication protocols, (commissioner's fast five, Monday e-mail, Facebook, Twitter	5.33 days	Mon 8/22/11	Fri 8/26/11	Michael Dailey	
6.6.21	100%	Prepare orientation materials for kickoff	20.27 days	Mon 8/22/11	Fri 9/16/11	Design Team	
6.6.22	100%	Conduct kickoff 2011-2012 meeting	1.07 days	Mon 10/3/11	Mon 10/3/11	Design Team	
6.6.23	100%	Select KY SMEs for content validity	0 days	Fri 9/30/11	Fri 9/30/11	Michael Dailey	
6.6.24	100%	Select out-of-state SMEs	5.33 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.25	100%	Make logistical arrangements for KY content validity work	7.47 days	Thu 9/1/11	Fri 10/7/11	Monica Raines	
6.6.26	100%	Set up dates	2.73 days	Wed 9/14/11	Fri 9/16/11	Monica Raines	
6.6.27	100%	Revanthia invites SMEs	0 days	Thu 9/29/11	Thu 9/29/11	Vendor	
6.6.28	100%	Draft communications for content validity; publish through Commissioner's Fast Five Superintendents e-mail; Facebook; Twitter	4.27 days	Mon 10/3/11	Fri 10/7/11	David Simpson	
6.6.29	100%	Develop indicators/descriptors scrambled Excel document (Retranslation)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.30	100%	Develop instructions for retranslation work in the Excel file (Retranslation)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.31	100%	Develop Excel sheet of standards and definitions (Retranslation)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.32	100%	Develop sheet for demographic information for the Excel file (Retranslation)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.33	100%	Develop detailed instructions in Excel calibration work by SMEs (Calibration)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.34	100%	Develop Excel file of definitions or levels of performance (Calibration)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.35	100%	Prepare an Excel sheet for each standard on the rubric detailing the descriptors from the retranslation work leaving a column for level of performance (Calibration)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.36	0%	Develop definitions for each performance level (Calibration)	4.27 days	Mon 10/3/11	Fri 10/7/11	Design Team	
6.6.37	100%	Develop sheet for demographic information if different SMEs are used (Calibration)	4.27 days	Mon 10/3/11	Fri 10/7/11	Vendor	
6.6.38	56%	Conduct content validity studies	41.13 days	Mon 9/26/11	Thu 11/17/11	Vendor	
6.6.38.1	100%	Provide guidance to KDE on descriptors prior to content validity	5.33 days	Mon 9/26/11	Fri 10/7/11	Vendor	
6.6.38.2	53%	Retranslation of content validity	40.53 days	Mon 9/26/11	Thu 11/17/11	Vendor	
6.6.38.2.1	100%	Identify KY SMEs	4.87 days	Mon 9/26/11	Fri 9/30/11	Michael Dailey	
6.6.38.2.100%	100%	Identify out-of-state SMEs	4.87 days	Mon 9/26/11	Fri 9/30/11	Vendor	
6.6.38.2.0%	0%	Compile Retranslation judgment data into one Excel file	5.33 days	Mon 10/17/11	Fri 10/21/11	Vendor	
6.6.38.2.0%	0%	Share judgment data (descriptors kept/deleted) with stakeholders	3.2 days	Mon 11/14/11	Thu 11/17/11	Vendor	

Project: Professional Growth and Eval
Date: Thu 10/20/11

Task Milestone Summary Rolled Up Task Rolled Up Milestone Rolled Up Progress Split External Tasks

Project Summary Group By Summary Inactive Task Inactive Task Inactive Milestone Inactive Summary Manual Task Duration-only

Manual Summary Rollup Manual Summary Start-only Finish-only Progress Deadline

Outline % Complete	Task Name	Duration	Start	Finish	Predicted Resource Names
6.6.38.3.48%	Calibration of content validity	40.53 days	Mon 9/26/11	Thu 11/17/11	
6.6.38.3.100%	Identify KY SMEs	4.87 days	Mon 9/26/11	Fri 9/30/11	Michael Dailey
6.6.38.3.100%	Identify out-of-state SMEs	4.87 days	Mon 9/26/11	Fri 9/30/11	Vendor
6.6.38.3.0%	Convert each SME rating to a numeric value	5.33 days	Mon 10/10/11	Fri 10/14/11	Vendor
6.6.38.3.100%	Complete content validity studies	1.07 days	Wed 10/19/11	Thu 10/20/11	
6.6.38.3.0%	Finalize rubrics based on results of content validity (retranslation/calibration)	3.2 days	Mon 11/14/11	Thu 11/17/11	Vendor
6.6.38.3.0%	Send final report to KDE for review	3.2 days	Mon 11/14/11	Thu 11/17/11	Vendor
6.6.39.10%	Define and draft multiple measures processes	30.93 days	Mon 10/3/11	Fri 11/11/11	
6.6.39.1.100%	Develop guiding questions for student growth data process	4.27 days	Mon 10/3/11	Fri 10/7/11	Design Team
6.6.39.20%	Define and draft use of student growth data process	30.93 days	Mon 10/3/11	Fri 11/11/11	Design Team
6.6.39.3.100%	Develop guiding questions for observations protocols	4.27 days	Mon 10/3/11	Fri 10/7/11	Design Team
6.6.39.40%	Define and draft observations protocols processes	30.93 days	Mon 10/3/11	Fri 11/11/11	Design Team
6.6.39.50%	MET tools available	20.27 days	Mon 10/17/11	Fri 11/11/11	Cindy Parker
6.6.39.6.100%	Develop guiding questions for artifacts and evidences process	4.27 days	Mon 10/3/11	Fri 10/7/11	Design Team
6.6.39.70%	Define artifacts and evidences process	30.93 days	Mon 10/3/11	Fri 11/11/11	Design Team
6.6.39.8.100%	Develop guiding questions for professional growth process	4.27 days	Mon 10/3/11	Fri 10/7/11	Design Team
6.6.39.90%	Define and draft professional growth process for teachers and leaders	30.93 days	Mon 10/3/11	Fri 11/11/11	Design Team
6.6.39.1.75%	Develop guiding questions for self-analysis and reflection process	4.27 days	Mon 10/3/11	Fri 10/7/11	Design Team
6.6.39.10%	Define and draft self analysis and reflection process for teacher and leaders	30.93 days	Mon 10/3/11	Fri 11/11/11	Design Team
6.6.39.1.75%	Develop guiding questions for student/parent voice processes	4.27 days	Mon 10/3/11	Fri 10/7/11	Design Team
6.6.39.10%	Define and draft student/parent voice processes	30.93 days	Mon 10/3/11	Fri 11/11/11	Design Team
6.6.40.0%	Define TOR definition	21.93 days	Mon 10/3/11	Mon 10/31/11	Michael Dailey
6.6.40.10%	Consult CELT	21.33 days	Mon 10/3/11	Mon 10/31/11	Michael Dailey
6.6.40.20%	Define definition	22.4 days	Tue 11/1/11	Wed 11/30/11	Michael Dailey
6.6.40.30%	Present to leadership for approval	11.73 days	Thu 12/1/11	Fri 12/16/11	Felicia Smith
6.6.40.40%	Adopt definition	20.27 days	Mon 12/19/11	Fri 1/13/12	Felicia Smith
6.6.41.100%	Define selection criteria for teachers/principals participating field test	0 days	Thu 10/13/11	Fri 10/14/11	Michael Dailey
6.6.42.0%	Conduct joint steering committee meeting (Oct)	1 day	Tue 10/18/11	Tue 10/18/11	Felicia Smith
6.6.42.10%	Present all guiding questions for multiple measures processes	1 day	Tue 10/18/11	Tue 10/18/11	Felicia Smith

Project: Professional Growth and Eval
Date: Thu 10/20/11

Task
Milestone
Summary
Rolled Up Task
Rolled Up Milestone
Rolled Up Progress
Split
External Tasks

Project Summary
Group By Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only

Manual Summary Rollup
Manual Summary
Start-only
Finish-only
Progress
Deadline

Outline % Number/Complete	Task Name	Duration	Start	Finish	Pred/Resource Names	Apr S
6.6.42.20%	Share with members the process of shoring up framework for content validity studies	1 day	Tue 10/18/11	Tue 10/18/11	Michael Dailey	
6.6.43.0%	IDT solicits input from districts on participants (teachers & principals) for field test	4.87 days	Mon 10/17/11	Fri 10/21/11		
6.6.43.10%	Teachers and principals field test list complete	4.27 days	Mon 10/24/11	Fri 10/28/11	Design Team	
6.6.44.0%	Design Inter-rater Reliability training using MET tools	19.8 days	Tue 11/1/11	Fri 11/25/11		
6.6.44.10%	Cameras ordered	3.2 days	Tue 11/1/11	Fri 11/4/11	Cindy Parker	
6.6.44.20%	Cameras installed	4.27 days	Mon 11/7/11	Fri 11/11/11	Cindy Parker	
6.6.44.30%	IDT trained on MET tools	2.13 days	Mon 11/14/11	Wed 11/16/11	Cindy Parker	
6.6.44.40%	Districts trained on tools	2.13 days	Mon 11/21/11	Wed 11/23/11	Cindy Parker	
6.6.44.50%	Districts practice using tools	7.47 days	Mon 11/28/11	Wed 12/7/11	Design Team	
6.6.44.60%	Develop inter-rater reliability training	7.47 days	Tue 11/1/11	Thu 11/10/11	Design Team	
6.6.44.70%	Leadership review of training	4.27 days	Wed 11/23/11	Tue 11/29/11	Felicia Smith	
6.6.44.80%	Inter-rater Reliability training finalized	1 day	Tue 11/29/11	Wed 11/30/11	Design Team	
6.6.45.0%	Conduct joint steering committee meeting (Nov.)	2.73 days	Mon 11/28/11	Wed 11/30/11		
6.6.45.10%	Hire facilitator for steering committee meetings	4.27 days	Mon 10/24/11	Fri 10/28/11	Felicia Smith	
6.6.45.20%	Meet with facilitator for onboarding	4.27 days	Mon 11/7/11	Fri 11/11/11	Michael Dailey	
6.6.45.30%	Establish date	3.2 days	Tue 11/1/11	Fri 11/4/11	Michael Dailey	
6.6.45.40%	Send communication	3.2 days	Wed 11/9/11	Mon 11/14/11	Felicia Smith	
6.6.45.50%	Prepare agenda	4.27 days	Mon 11/7/11	Fri 11/11/11	Michael Dailey	
6.6.46.0%	Conduct design team meeting to draft recommendations to steering committees	3.2 days	Fri 11/18/11	Wed 11/23/11	Jodie Zeller	
6.6.47.0%	Develop training plan for field test	30.93 days	Mon 10/3/11	Fri 11/11/11	Design Team	
6.6.48.0%	Conduct inter-rater reliability training with districts	61.4 days	Mon 10/3/11	Wed 12/21/11		
6.6.48.10%	Meet with focus groups to conduct inter-rater reliability training	10.67 days	Thu 12/1/11	Thu 12/15/11	Design Team	
6.6.49.0%	Teacher and Principal Steering committee meetings (Dec)	18.14 days	Mon 11/21/11	Wed 12/14/11		
6.6.49.10%	Communicate w/ steering committee participants	4.27 days	Thu 11/24/11	Thu 12/1/11	Felicia Smith	
6.6.49.20%	Develop agenda	7.47 days	Mon 11/21/11	Thu 12/1/11	Felicia Smith	
6.6.49.30%	Share field test training plan	1.07 days	Tue 12/13/11	Wed 12/14/11	Felicia Smith	
6.6.49.40%	Share draft and artifacts process	2 days	Tue 12/13/11	Wed 12/14/11	Felicia Smith	
6.6.49.50%	Share teacher/leader professional growth process	2 days	Mon 12/12/11	Wed 12/14/11	Felicia Smith	
6.6.49.60%	Share student and parent voice processes	1 day	Mon 12/12/11	Tue 12/13/11	Felicia Smith	

Project: Professional Growth and Eval
Date: Thu 10/20/11

Task

- Milestone
- Summary
- Rolled Up Task
- Rolled Up Milestone
- Rolled Up Progress
- Split
- External Tasks

Task Summary

- Project Summary
- Group By Summary
- Inactive Task
- Inactive Task
- Inactive Milestone
- Inactive Summary
- Manual Task
- Duration-only

Manual Summary Rollup

- Manual Summary
- Start-only
- Finish-only
- Progress
- Deadline

Outline % Number Complete	Task Name	Duration	Start	Finish	Predecessor Resource Names
6.6.49.7.0%	Share self analyses process	1.07 days	Tue 12/13/11	Wed 12/14/11	Felicia Smith
6.6.49.8.0%	Share observation tools processes	1.07 days	Tue 12/13/11	Wed 12/14/11	Felicia Smith
6.6.49.9.0%	Share student growth process	1.07 days	Tue 12/13/11	Wed 12/14/11	Felicia Smith
6.6.49.10%	Share teacher and principal framework after retranslation and calibration with steering committees	2.13 days	Tue 12/13/11	Wed 12/14/11	Felicia Smith
6.6.49.11%	Share steps in field test process	1.07 days	Tue 12/13/11	Wed 12/14/11	Michael Dailey
6.6.49.12%	Conduct teacher & principal steering committee meetings	0.53 days	Tue 12/13/11	Wed 12/14/11	Larry Stinson, Fel
6.6.50.0%	Statute/regulation changes	54.4 days	Tue 10/11/11	Wed 12/21/11	
6.6.50.10%	Draft changes	14.93 days	Tue 10/11/11	Mon 10/31/11	Robin Chandler
6.6.50.20%	Review draft 1	4.27 days	Tue 11/1/11	Mon 11/7/11	Felicia Smith
6.6.50.30%	Present to KBE	7.47 days	Mon 12/12/11	Wed 12/21/11	Felicia Smith
6.7.0%	Conduct Field Test	347.73 days	Wed 6/1/11	Thu 8/30/12	
6.7.1.0%	Communicate to volunteer districts	4.27 days	Mon 12/5/11	Fri 12/9/11	Felicia Smith
6.7.2.0%	Train pilot sites on field test process	14.93 days	Mon 1/2/12	Fri 1/20/12	Design Team
6.7.3.0%	Test student growth process	81.07 days	Wed 2/1/12	Thu 5/17/12	Design Team
6.7.4.0%	Test student/parent voice process	81.07 days	Wed 2/1/12	Thu 5/17/12	Design Team
6.7.5.0%	Test observation protocols process	81.07 days	Wed 2/1/12	Thu 5/17/12	Design Team
6.7.6.0%	Test artifacts/evidence process	81.07 days	Wed 2/1/12	Thu 5/17/12	Design Team
6.7.7.0%	Test self assessment process for teachers and leaders	81.07 days	Wed 2/1/12	Thu 5/17/12	Design Team
6.7.8.0%	Refine training plan for pilot implementation	117.33 days	Thu 12/15/11	Thu 5/17/12	Design Team
6.7.9.0%	Complete field test	7.47 days	Mon 5/21/12	Wed 5/30/12	Design Team
6.7.10.0%	Share field test results with steering committees	10.67 days	Wed 6/1/11	Wed 6/15/11	Felicia Smith
6.7.11.0%	Conduct correlation studies of system (processes, tools, frameworks)	10.67 days	Wed 6/1/11	Wed 6/15/11	Vendor
6.7.12.0%	Statute/regulation changes (review)	68.27 days	Fri 6/1/12	Thu 8/30/12	
6.7.12.10%	Refine reg changes	21.33 days	Fri 6/29/12	Fri 6/29/12	Robin Chandler
6.7.12.20%	Review and approve	13.87 days	Fri 7/6/12	Wed 7/25/12	Felicia Smith
6.7.12.30%	Present to KBE	19.2 days	Mon 8/6/12	Thu 8/30/12	Felicia Smith
7.0%	Design/Build CIITS Module	149.33 days	Wed 2/1/12	Wed 8/15/12	
7.1.0%	Gather requirements	21.33 days	Wed 2/1/12	Wed 2/29/12	School-net
7.2.0%	Develop business requirements document	3.2 days	Tue 3/6/12	Fri 3/9/12	CIITS Project Te
7.3.0%	Sign-off on business requirements document	6.4 days	Mon 3/12/12	Mon 3/19/12	Felicia Smith

Task

- Milestone
- Summary
- Rolled Up Task
- Rolled Up Milestone
- Rolled Up Progress
- Split
- External Tasks

Project Summary

- Group By Summary
- Inactive Task
- Inactive Task
- Inactive Milestone
- Inactive Summary
- Manual Task
- Duration-only

Manual Summary Rollup

- Manual Summary
- Start-only
- Finish-only
- Progress
- Deadline

Project: Professional Growth and Eval
Date: Thu 10/20/11

Outline Number	% Complete	Task Name	Duration	Start	Finish	Project Resource Names	Apr
7.4	0%	Develop technical requirements document	4.27 days	Tue 3/13/12	Mon 3/19/12	School-net	S
7.5	0%	Customize CIITS EDU module	9.6 days	Wed 3/14/12	Tue 3/27/12	School-net	
7.6	0%	Sign-off on technical requirements	10.67 days	Fri 4/6/12	Fri 4/20/12	Felicia Smith	
7.7	0%	Test student/teacher data link functionality	67.2 days	Wed 2/1/12	Mon 4/30/12	CIITS Project Team	
7.8	0%	Develop test cases for interface and user acceptance testing	14.93 days	Mon 4/2/12	Fri 4/20/12	CIITS Project Team	
7.9	0%	Implement in test environment	6.4 days	Tue 3/27/12	Wed 4/4/12	School-net	
7.10	0%	Establish UAT testing dates	9.6 days	Mon 3/5/12	Fri 3/16/12	CIITS Project Team	
7.11	0%	Engage participants	19.2 days	Mon 3/26/12	Thu 4/19/12	Design Team	
7.12	0%	Document bug/changes process for UAT	13.87 days	Tue 4/3/12	Fri 4/20/12	CIITS Project Team	
7.13	0%	Perform system testing	5.33 days	Tue 4/3/12	Tue 4/10/12	KIDS	
7.14	0%	Perform integration testing	1.07 days	Fri 4/13/12	Mon 4/16/12	School-net	
7.15	0%	Perform load/stress testing	9.6 days	Tue 4/3/12	Mon 4/16/12	KIDS	
7.16	0%	Perform users' acceptance testing	14.93 days	Mon 5/7/12	Fri 5/25/12	Volunteer District	
7.17	0%	Make changes to CIITS module based on testing	16 days	Fri 6/1/12	Fri 6/22/12	School-net	
7.18	0%	Sign-off for pilot implementation	8.53 days	Tue 7/3/12	Fri 7/13/12	School-net	
7.19	0%	Develop training plan for pilot implementation	135.47 days	Mon 2/20/12	Wed 8/15/12	School-net	
8	0%	Statewide Pilot	196.87 days	Mon 9/3/12	Fri 5/17/13		
8.1	0%	Conduct district focus group meetings	5.33 days	Mon 8/6/12	Fri 8/10/12	Michael Dailey	
8.2	0%	Conduct regional focus group meetings	5.33 days	Mon 7/16/12	Fri 7/20/12	Jodie Zeller	
8.3	0%	Conduct Teacher and Principal steering committee meetings	1.07 days	Fri 7/27/12	Fri 7/27/12 242	Larry Stinson	
8.4	0%	Develop a valid and reliable process on which to base decisions	253.87 days	Wed 8/1/12	Fri 6/28/13	Jodie Zeller	
8.5	0%	Implement the valid and reliable process on which to base decisions	69.33 days	Mon 9/3/12	Fri 11/30/12	Michael Dailey	
8.6	0%	Develop training for evaluators which will ensure evaluation rating reliability	395.73 days	Fri 7/11/11	Fri 11/30/12	Michael Dailey	
8.7	0%	Implement training for evaluators	68.27 days	Tue 9/4/12	Fri 11/30/12	Jodie Zeller	
8.8	0%	Develop guidelines and instructions for raters who complete rubrics for teachers and principals	278.4 days	Fri 7/11/11	Fri 6/29/12	Vendor	
8.9	0%	Develop observation guidelines	278.4 days	Fri 7/11/11	Fri 6/29/12	Vendor	
8.10	0%	Develop documentation guidelines submitted by principals or teachers	278.4 days	Fri 7/11/11	Fri 6/29/12	Vendor	
8.11	0%	Develop guidelines for the use of evaluation data	278.4 days	Fri 7/11/11	Fri 6/29/12	Vendor	
8.12	0%	Develop rationale for how rubrics were developed and how they relate to professional development	278.4 days	Fri 7/11/11	Fri 6/29/12	Vendor	
8.13	0%	Develop content for the improvement plan for teachers and principals	278.4 days	Fri 7/11/11	Fri 6/29/12	Michael Dailey	

Task

- Milestone
- Summary
- Rolled Up Task
- Rolled Up Milestone
- Rolled Up Progress
- Split
- External Tasks
- Project Summary
- Group By Summary
- Inactive Task
- Inactive Milestone
- Inactive Summary
- Manual Task
- Duration-only
- Manual Summary Rollup
- Manual Summary
- Start-only
- Finish-only
- Progress
- Deadline

Project: Professional Growth and Eval
Date: Thu 10/20/11

Outline Number	% Complete	Task Name	Duration	Start	Finish	Predicted Resource Names	Apr	S
8.14	0%	Develop process for teacher/principal feedback on evaluations	278.4 days	Fri 7/11/11	Fri 6/29/12	Vendor		
8.15	0%	Define standard scoring criteria for performance ratings	278.4 days	Fri 7/11/11	Fri 6/29/12	Vendor		
8.16	0%	Train pilot teachers and principals	38.4 days	Wed 9/12/12	Wed 10/31/12	Vendor		
8.17	0%	Develop CIITS; Marketing Plan	1 day	Mon 9/3/12	Mon 9/3/12	Michael Dailey		
9	0%	Implementation	137.6 days	Mon 4/1/13	Fri 9/27/13			
9.1	0%	Conduct system testing	23.47 days	Mon 4/1/13	Tue 4/30/13	Vendor		
9.2	0%	Conduct network testing	30.93 days	Mon 4/22/13	Fri 5/31/13	CIITS Project Te		
9.3	0%	Conduct interface testing	30.93 days	Mon 4/22/13	Fri 5/31/13	CIITS Project Te		
9.4	0%	Conduct user acceptance testing	30.93 days	Mon 4/22/13	Fri 5/31/13	CIITS Project Te		
9.5	0%	Roll out marketing plan	48 days	Mon 6/10/13	Mon 8/12/13	Michael Dailey		
9.6	0%	Fix bugs in system based on testing	13.87 days	Tue 6/4/13	Fri 6/21/13	Vendor		
9.7	0%	Conduct regional trainings for teachers	20.27 days	Mon 7/1/13	Fri 7/26/13	Vendor		
9.8	0%	Conduct regional trainings for principals	20.27 days	Mon 7/1/13	Fri 7/26/13	Vendor		
9.9	0%	Conduct regional trainings for superintendents	20.27 days	Mon 7/1/13	Fri 7/26/13	Vendor		
9.10	0%	Import data from KDE systems	1 day	Thu 8/15/13	Fri 8/16/13:263	Vendor		
9.11	0%	Go live	9.6 days	Mon 9/16/13	Fri 9/27/13	Vendor		
10	0%	Support/Close Out	139.27 days	Thu 5/1/14	Thu 10/30/14	CIITS Project Te		

Project: Professional Growth and Eval
Date: Thu 10/20/11

Task		Project Summary		Manual Summary Rollup	
Milestone		Group By Summary		Manual Summary	
Summary		Inactive Task		Start-only	
Rolled Up Task		Inactive Task		Finish-only	
Rolled Up Milestone		Inactive Milestone		Progress	
Rolled Up Progress		Inactive Summary		Deadline	
Split		Manual Task			
External Tasks		Duration-only			

Summative Multi-State Assessment Resources for Teachers and Educational Researchers

Summative Multi-State Assessment Resources for Teachers and Educational Researchers
(SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming (referred to as "Lead States") and ~~Idaho~~ KENTUCKY ("Your State"), as a participating state. The purpose of this MOU is to establish a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

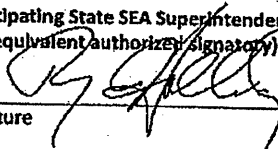
1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.
2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.
3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
 - a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
 - b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
 - c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
 - d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
 - e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
 - f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
 - g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements.
 - h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
 - i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
 - j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

Summative Multi-State Assessment Resources for Teachers and Educational Researchers

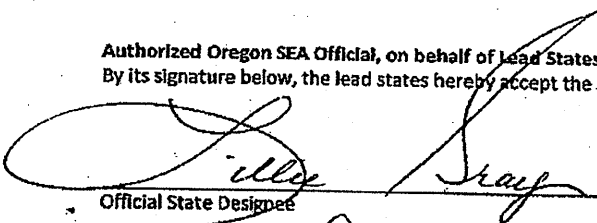
- k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
- l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
- m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
- n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
- o. States in the Consortium will share common security protocols regarding test items.
- p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Participating State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)


 Signature _____ Date 1/6/10
Terry Holliday
 Print Name _____ Title Commissioner

Authorized Oregon SEA Official, on behalf of Lead States
By its signature below, the lead states hereby accept the SEA as a Participating SEA in the Consortium


 Official State Designee _____ Date January 6, 2010
Lillie GRAY
 Print Name _____ Title Interim Director - Procurement Services

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

KENTUCKY

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 9th day of June 2010, (the “Effective Date”) by and between the State of Kentucky and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

ORIGINAL

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

- (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
- (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

- (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
- (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

- 1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
- 2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:
 - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
 - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Ken Draut

Mailing Address:

Kentucky Department of Education, Office of Assessment and Accountability
500 Mero Street Capital Tower Plaza, 18th Floor
Frankfort, KY 40601

Telephone: (502) 564-2256

Fax: (502) 564-7749

E-mail: Ken.Draut@education.ky.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Kentucky hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with Participating State membership classification. Further, the State of Kentucky agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

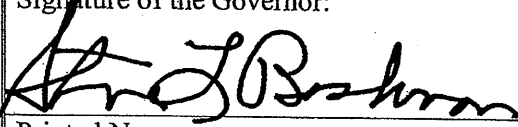
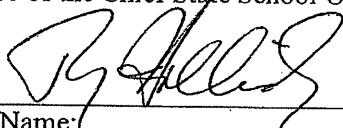
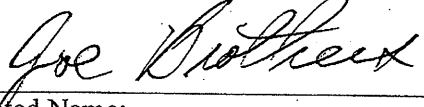
- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: 	
Printed Name: Steve Beshear, Governor	Date: 6-9-10
Signature of the Chief State School Officer: 	
Printed Name: Terry Holliday, Ph.D	Date: 6-9-10
Signature of the State Board of Education President (if applicable): 	
Printed Name: Joe Brothers, Chair	Date: 6-9-10

**ADDENDUM 2:
KENTUCKY ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING
PROPOSED ASSESSMENT SYSTEM**

MEMORANDUM OF UNDERSTANDING

For

**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members**

**ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

June 10, 2010

Plan of Kentucky

With the passage of Senate Bill 1 (SB1) in the 2009 session of the Kentucky General Assembly, the Commonwealth of Kentucky is embarking on a new era in public school assessment and accountability. SB1 addresses many areas – what will be tested, how subjects will be tested, when tests are given, what should comprise the public school accountability system and more.

SB 1 requires standards that are nationally and internationally benchmarked to ensure Kentucky students may be competitive globally. Kentucky has adopted Common Core standards for English/Language Arts (including writing) and Mathematics from the work facilitated by the Council of Chief State School Officers (CCSSO) in February, 2010.

Although the timeframe for the PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) assessments is not congruent with the mandates of SB1, Kentucky Department of Education representatives are communicating with lawmakers to keep them abreast of the efforts on a national level. Key legislatures are supportive of national assessments.

Working with our National Technical Advisory Panel on Assessment and Accountability (NTAPAA), Kentucky has outlined the steps that will lead us to the adoption of the PARCC assessments.

2010-2011

- Teachers are exposed to new Common Core standards through training and professional development.
- The Kentucky Core Content Test measuring Kentucky's Core Content for Assessment 4.1 is administered for the last time and reported for federal accountability.
- An RFP will be issued and a contract awarded for the 2011-2012 assessment for all content areas.
- Begin the development of a new accountability model including inputs and outputs; Kentucky's model for 2012-2014 will be modeled on the PARCC assessments in order to allow an easier transition to PARCC tests in 2015.
- Continue the dialogue with NTAPAA on the transition to the PARCC assessments and new accountability measures.

ADDENDUM 2:
**KENTUCKY ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING
PROPOSED ASSESSMENT SYSTEM**

- Participate in annual meetings, conference calls, webinars and Google group.

2011-2012

- The new Common Core Assessments in English/Language Arts, Mathematics assessment system begins.
- Continue the development of a new accountability model including inputs and outputs.
- Communication and training on assessment and accountability measures.
- Continue the dialogue with NTAPAA on the transition to the PARCC assessments and new accountability measures.
- Participate in annual meetings, conference calls, webinars and Google group.

2012-2013

- Continue the new assessment system on the Common Core standards.
- Involve the Council on Postsecondary Education in the development of the assessments.
- Educate legislative decision makers on the financial need of PARCC assessments.
- Sign Memorandum of Understanding for field test of PARCC assessments.
- Participate in annual meetings, conference calls, webinars and Google group.

2013-2014

- Continue the new assessment system on the Common Core standards.
- Field test questions from the PARCC assessment.
- Involve the Council on Postsecondary Education in the development of the assessments.
- Process a contract change with testing vendor in anticipation of new PARCC assessments being administered.
- Participate in annual meetings, conference calls, webinars and Google group.

2014-2015

- Transition to PARCC assessments in ELA and Mathematics. Continue assessments of other content areas with current vendor.
- Revise KAR 5:160 to include new testing system administration procedures.
- Revise KAR 5:001 based on PARCC's set of common performance level descriptors.
- Educate legislative decision makers on the financial need of PARCC assessments on a continuing basis.
- Obtain commitments from the Council on Postsecondary Education to use the assessment along with any other placement requirement as entry into credit bearing courses.
- Draft ESEA reports based on PARCC assessment systems to meet the assessment requirements in Title I.
- Participate in annual meetings, conference calls, webinars and Google group.

**ADDENDUM 3:
KENTUCKY ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

**MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members**

**ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION
IN CONSORTIUM PROCUREMENT PROCESS**

June 3, 2010

The signature of the chief procurement official of Kentucky on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Kentucky may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

ADDENDUM 3:
**KENTUCKY ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - a. Issue the Request for Proposal;
 - b. Receive and evaluate responsive proposals;
 - c. Make source selection determinations on a best value basis;
 - d. Execute a contract with the awardee(s);
 - e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
 - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
 - ii. Receive and evaluate responsive proposals;
 - iii. Make source selection determinations on a best value basis;
 - iv. Execute a contract with the awardee(s);
 - v. Administer awarded contracts.

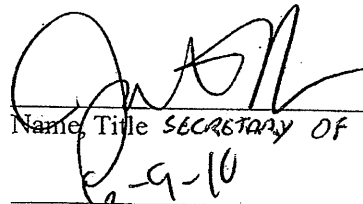
 - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
**KENTUCKY ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, JONATHAN MILLER, in my capacity as the chief procurement official for Kentucky, confirm by my signature below that Kentucky may, consistent with the procurement laws and regulations of Kentucky, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.


Name, Title SECRETARY OF FINANCE
8-9-10
DATE

Dear Secretary Duncan:

As the President of Council on Postsecondary Education in Kentucky, I would like to express strong support for the Partnership for Assessment of College and Career Readiness and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of College and Career Readiness will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Council on Postsecondary Education in Kentucky included 22,744 direct matriculation students. We are committed to working with Partnership for Assessment of College and Career Readiness to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of College and Career Readiness in the following next steps:

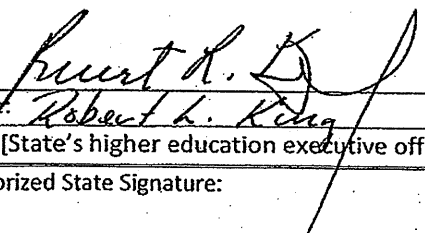
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of College and Career Readiness on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Kentucky's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to

ORIGINAL

work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of	
Authorized State Signature:	
	
Name: <i>Robert L. King</i>	Date: <i>6/3/10</i>
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	
Not Applicable for Kentucky	

2011-12 Action Plan for the Special Education Literacy Consultants

Tuesday, April 19, 2011

Topic: Developing an action plan for the Special Education Literacy Consultants

Belief Statements:

- We believe teachers make the difference.
- Administrators create a culture of literacy by understanding, recognizing and supporting effective literacy instruction across the curriculum and communicating the impact of literacy on student achievement to all stakeholders.
- Effective educators strive to stay abreast of the most current research in the field of literacy in order to provide high- quality instruction and practice for all students.
- High- quality professional development includes content specific, job- embedded experiences that enhance the skillful teaching of literacy.
- A comprehensive literacy plan is critical to addressing the needs of literacy learners through quality core instruction for all.
- The role of the special education literacy consultant is to assist schools with accomplishing the comprehensive literacy plan.
- Building literacy in a discipline (e.g., math, science, social studies) depends on the interdependent relationship of literacy and the learning process.
- Literacy includes Universal Design for Learning (UDL) principles within its scope and not separately.
- Families are critical partners.
- Analytical and critical processes involved in reading, writing, speaking and listening are all crucial components of literacy.
- Effective communication and collaboration between Frankfort-based KDE and KDE representatives in the field will enhance capacity building within the districts.
- A comprehensive learning system for all students requires a strong instructional core as well as enrichment and intervention opportunities.

Job Description/Major Responsibilities

Major responsibilities in literacy, which result in improved performance of students with disabilities and English Language Learners or other at-risk students

1. Develop and coordinate consultation, technical assistance and job- embedded professional development activities in the area of literacy for regular and special education teachers, para-educators and administrators.
 - a. Work collaboratively with the Kentucky Department of Education (KDE) staff to design and implement KDE's comprehensive literacy plan.
 - Participate in two-day content network meetings and one day PLC meetings bi-monthly.
 - Participate annually in conferences such as Kentucky Council for Exceptional Children (KYCEC), Kentucky Council of Teachers of English (KCTE), Kentucky Reading Association (KRA) and content area conferences as determined by Action Plan.
 - Access specific research that has been collected and reviewed by KDE.
 - b. Work collaboratively with regional partners to build capacity and assist in the development and implementation of birth-grade 12 literacy plans.
2. Support local literacy plans
 - Provide technical assistance to local district leadership
 - Collect data to inform the work of the literacy specialists

3. Support effective literacy instruction
 - Model and demonstrate techniques and strategies
 - Provide constructive feedback to schools in their implementation of these techniques and strategies
4. Collect and maintain evaluations of literacy activities and responsibilities as defined in the Action Plan.
5. Provide professional development based on documented school or district needs assessment data.
6. Other duties as assigned within the parameters of this job description.

Action Plan for Special Education Literacy Consultants 2011-2012		
Activity	Description of Activity	Date / Deadline
Leadership	<ul style="list-style-type: none"> Continue to promote developed resources (e.g., Literacy Leadership DVD along with facilitator and activity guide, Literacy Without Limits DVD, Teaching the Writer DVD, Literacy Strategies in Action-Primary DVD, Literacy PERKS, Birth-12 Literacy Planning Guide) 	On-going
	<ul style="list-style-type: none"> Encourage and develop processes for professional development follow-up and training of staff (ex. walk-through) 	On-going
	<ul style="list-style-type: none"> Promote use of Model Curriculum Framework especially related to working with student with disabilities and diverse learners 	On-going
	<ul style="list-style-type: none"> Support District Leadership Teams in facilitating the planning and implementation of Kentucky Core Academic Standards (Common Core State Standards) 	On-going
Professional Development for K-3	<ul style="list-style-type: none"> Facilitate or coordinate the 5 components of literacy training to all teachers in the state via multiple modalities (face-to-face, train the trainer, online, etc.) 	On-going
	<ul style="list-style-type: none"> Continue to build capacity via local district training cadre 	On-going
	<ul style="list-style-type: none"> Receive guidance on the implementation of program reviews for writing 	Fall 2011
	<ul style="list-style-type: none"> Provide assistance to schools for improving the quality of the writing programs involved in program reviews 	On-going
	<ul style="list-style-type: none"> Research and develop resources to support the implementation of RtI/KSI. Share resources with KDE for possible additions to RtI/KSI. 	On-going
	<ul style="list-style-type: none"> Support implementation of leadership network goals (KY Core Academic Standards, Characteristics for Highly Effective Teaching and Learning, especially with SWD and ELs, Assessment Literacy and Leadership Skills). 	On-going
	<ul style="list-style-type: none"> Analyze student work with a focus on diverse learners and quality evidence of mastery of student learning outcomes 	On-going
	<ul style="list-style-type: none"> Provide assistance to schools for improving literacy instruction across the curriculum, 21st Century Skills and UDL 	On-going
Professional Development for 4-12	<ul style="list-style-type: none"> Receive guidance on the implementation of program reviews for writing 	Fall 2011
	<ul style="list-style-type: none"> Provide assistance to schools for improving the quality of the writing programs involved in the program reviews 	On-going
	<ul style="list-style-type: none"> Continue to build capacity 	On-going
	<ul style="list-style-type: none"> Research and develop resources to support the implementation of KSI. Share resources with KDE for possible additions to KSI. 	On-going
	<ul style="list-style-type: none"> Provide assistance to schools for improving literacy instruction across the curriculum, 21st Century Skills and UDL. 	On-going
	<ul style="list-style-type: none"> Support implementation of leadership network goals (KY Core Academic 	On-going

ATTACHMENT 27 - 2011-12 Action Plan for the Special Education Literacy Consultants

	Standards, CHETL, Assessment Literacy and Leadership Skills). <ul style="list-style-type: none"> Promote developed resources for transitional interventions in Reading and English (state sponsored Reading and English transitional courses, KCLM) Analyze student work with a focus on diverse learners and quality evidence of mastery of student learning outcomes Determine supports needed around end-of –course assessments for special needs students 	On-going On-going On-going
Coaching and Mentoring	<ul style="list-style-type: none"> Model coaching and mentoring strategies for the local schools and districts 	On- going
Local Literacy Plans	<ul style="list-style-type: none"> Assist local literacy leadership teams in developing and implementing local literacy plans based on collecting and maintaining multiple sources of data on changes in both instructional practice and student achievement to guide literacy plan and monitor implementation/ progress. Provide training on the Birth-Grade12 Literacy Planning Guide Review and provide feedback on B-12 Literacy Planning Guide and resources for schools and districts Serve as resources for schools identified for school improvement grants 	On-going On-going On-going
Evidence-based Instructional Strategies	<ul style="list-style-type: none"> Increase access to strategies such as University of Kansas strategies, etc. through brokering, partnering or training via existing certified staff Support participation in PD to become a certified professional developer for the University of Kansas Strategic Instruction Model (Content Enhancement) Explore other research-based instructional strategies including Chief Council of State School Officers (CCSSO) ,Collaborative Center for Literacy Development (CCLD) Literacy Toolkit and Partnership for 21st Century Skills Review and revise previously developed materials to align with Kentucky Core Academic Standards (Common Core State Standards) 	On-going On-going On-going
Evaluation of Impact	<ul style="list-style-type: none"> Collect and maintain multiple sources of data on changes in both instructional practice and student achievement to determine work plan and monitor implementation/ progress. 	Ongoing
Conference Participation and Presentations	<ul style="list-style-type: none"> KRA (Oct.) KCTE/LA (Feb.) CEC (Nov.) KAGE (KY Assoc. of Gifted Educators) (Mar.) KWP (KY Writing Project) SETE SOL: (Nov. - Dec.) in Louisville; multi-state 	Ongoing

ATTACHMENT 27 - 2011-12 Action Plan for the Special Education Literacy Consultants

(Southeast TESOL (Teacher of English to Speakers of Other Languages)

- Content area conferences (2010-11 listings available upon request)
 - math
 - science
 - writing
- Great by Eight (June)
- KASA (Kentucky Association of School Administrators) (July)
- KASC (Kentucky Association of School Councils) (September)



Below is a sample of some of the programs in PD 360. This list represents just a fraction of the programs available in PD 360 but is focused around the areas of Special Education, EL, Poverty, Equity, Race, Differentiated Instruction, RTI, etc.

The name of each video program and expert is in **bold**. Under each program are the program segments and the corresponding length of the segment.

Achievement for Students with Special Needs - Elementary (101 min) - Suzanne Robinson, Beverly Colombo, and Toby Karten

- 1) Introduction (10:53)
- 2) Subject Matters - CLC Level 1 (9:29)
- 3) Strategies - CLC Level 2 (5:22)
- 4) Strategies - CLC Level 3 (8:09)
- 5) Skills - CLC Level 4 (4:25)
- 6) Language - CLC Level 5 (6:53)
- 7) Benefits and Rewards (8:35)
- 8) A Teacher's Tool Box-Content Enhancement Routines (4:56)
- 9) Tools for Students-Learning Strategies (7:46)
- 10) Classroom Practices That Work (8:34)
- 11) The Value of Grouping and Working in Teams (6:51)
- 12) Co-Teaching: A Powerful Practice for All Students (9:09)
- 13) Valuable and Applicable Things to Do Every Day (10:14)

Achievement for Students with Special Needs - Secondary (125 min) - Suzanne Robinson, Beverly Colombo, and Toby Karten

- 1) Introduction (11:10)
- 2) Subject Matters - CLC Level 1 (16:59)
- 3) Strategies - CLC Level 2 (8:45)
- 4) Strategies - CLC Level 3 (7:46)
- 5) Skills - CLC Level 4 (8:18)
- 6) Language - CLC Level 5 (6:46)
- 7) Benefits and Rewards (10:07)
- 8) A Teacher's Tool Box--Content Enhancement Routines (6:39)
- 9) Tools for Students--Learning Strategies (7:14)
- 10) Classroom Practices That Work (17:20)
- 11) The Value of Grouping and Working in Teams (9:02)
- 12) Co-Teaching: A Powerful Practice for All Students (6:56)
- 13) Valuable and Applicable Things to Do Every Day (7:38)

All Means All – What Is It About Me You Can't Teach – Elementary (82 min) - Eleanor Renee Rodriguez

- 1) Introduction to 5 E's of Quality Education (5:52)
- 2) 1st E-Exposure (2:27)
- 3) 2nd E-Experience (11:35)
- 4) Experience Helps Students Make Connections (4:56)
- 5) Provide Experience Through Mediated Learning (19:27)
- 6) 3rd E, Expectations (11:02)
- 7) 4th E-Enduring Understandings-Reflection (6:53)
- 8) 4th E-Enduring Understandings-Performance Assessment (7:15)
- 9) 5th E-Enthusiasm (3:53)
- 10) Asset-Based Education (8:51)

All Means All – What Is It About Me You Can't Teach – Secondary (64 Min) - Eleanor Renee Rodriguez

- 1) Introduction to 5 E's of Quality Education (5:58)
- 2) 1st E, Exposure (2:25)
- 3) 2nd E, Experience (12:50)
- 4) Experience Helps Students Make Connections (6:03)
- 5) Provide Experience Through Mediated Learning (4:58)
- 6) 3rd E-Expectations (7:24)
- 7) 4th E-Enduring Understandings-Reflection (6:21)
- 8) 4th E-Enduring Understandings-Performance Assessment (7:58)
- 9) 5th E-Enthusiasm (1:59)
- 10) Asset-Based Education (8:10)

Courageous Conversations About Race (130 min) - Glenn Singleton

- 1) Glenn Singleton: Opening the Conversation on Race (29:29)
- 2) Understanding Race (14:51)
- 3) Courageous Conversations (11:25)
- 4) Whiteness in Color Identity (5:53)
- 5) Bridging Racial Cultures (12:52)
- 6) Creating True Equity (7:37)
- 7) Systemic Change (12:19)
- 8) Equity in a School Community (15:23)
- 9) Closing the Achievement Gap in the Classroom (20:25)

Differentiating Instruction For All Students - Elementary (76 min) - Gayle Gregory & Carolyn Chapman

- 1) What Is Differentiation? (7:33)
- 2) Differentiation: Elements for Planning (12:50)
- 3) Climate (6:41)
- 4) Knowing the Learner (4:52)
- 5) Assessment (13:44)
- 6) Adjustable Assignments (8:41)

- 7) Instructional Strategies (11:47)
- 8) Curriculum Approaches (9:51)

**Differentiating Instruction For All Students - Secondary (83 min) -
Gayle Gregory & Carolyn Chapman**

- 1) What Is Differentiation? (7:59)
- 2) Differentiation: Elements for Planning (13:33)
- 3) Climate (9:59)
- 4) Knowing the Learner (9:11)
- 5) Assessment (14:07)
- 6) Adjustable Assignments (8:32)
- 7) Instructional Strategies (9:25)
- 8) Curriculum Approaches (9:58)

**Differentiated Instruction Applied - Elementary (139 min) -
Gayle Gregory, Cindy Strickland, & Lin Kuzmich**

- 1) Introduction to Applying Differentiation (3:41)
- 2) The Basics of Differentiation (4:49)
- 3) Identifying Student Readiness (24:21)
- 4) Identifying Student Interests (14:10)
- 5) Identifying Learning Profiles (16:10)
- 6) Introduction/Preparation for Differentiation (12:38)
- 7) The Applied Differentiation Map (14:12)
- 8) The Applied Differentiation Map: What? (20:23)
- 9) How? Teaching - Learning (12:56)
- 10) How? Assessment (15:59)

**Differentiated Instruction Applied - Secondary (107 min) -
Gayle Gregory, Cindy Strickland, & Lin Kuzmich**

- 1) Introduction to Applying Differentiation (4:21)
- 2) The Basics of Differentiation (8:20)
- 3) Identifying Student Readiness (9:57)
- 4) Identifying Student Interests (7:02)
- 5) Identifying Learning Profiles (14:50)
- 6) Introduction/Preparation for Differentiation (15:32)
- 7) The Applied Differentiation Map (11:17)
- 8) The Applied Differentiation Map: What? (13:00)
- 9) How? Teaching - Learning (12:37)
- 10) How? Assessment (10:01)

**Differentiated Instruction Applied - Leaders (39 min) -
Gayle Gregory, Cindy Strickland, & Lin Kuzmich**

- 1) Introduction/Create a Climate for Differentiation (10:01)
- 2) Provide Training and Leadership (7:42)
- 3) Offer Ongoing Support (12:12)
- 4) Examine Structures That Work (8:59)

Differentiated Instruction Applied - Elementary Classroom Example (25 min)

- 1) Using the Applied Differentiation Map (8:13)
- 2) Classroom Example - Part I (10:01)
- 3) Classroom Example - Part II (7:13)

Differentiated Instruction Applied-Secondary Classroom Examples (39 min)

- 1) Using the Applied Differentiation Map (6:50)
- 2) Classroom Example - Part I (8:37)
- 3) Classroom Example - Part II (10:23)
- 4) Classroom Example - Part III (11:29)
- 5) Formal Assessment Examples (1:29)

**Every Teacher - An English Language Teacher - Elementary (192 min) -
Jo Gusman, Mary Anne Christison, & Margo Gottlieb**

- 1) Introduction to Succeeding with ELL Students (7:49)
- 2) Foundation: Know the Student Part I (15:26)
- 3) Foundation: Know the Student Part II (6:12)
- 4) Foundation: Know the Law (5:09)
- 5) Newcomer Programs (13:51)
- 6) Frameworks for Teacher Success (8:57)
- 7) Second Language Acquisition (12:16)
- 8) The Stages/Levels of Second Language Acquisition pt.1 (10:03)
- 9) The Stages/Levels of Second Language Acquisition pt. 2 (10:01)
- 10) Comprehensible Input: Meaning, Fluency, & Accuracy (12:50)
- 11) Assessing Proficiency (12:25)
- 12) Making Accommodations For English Language Learners (14:58)
- 13) Seeing The Big Picture (8:15)
- 14) Using Visual Tools (14:26)
- 15) Differentiating Instruction For Student Needs (11:21)
- 16) Building Literacy - Vocabulary Development (14:08)
- 17) Building Literacy - Writing and Reading (15:04)

**Every Teacher - An English Language Teacher - Secondary (178 min) -
Jo Gusman, Mary Anne Christison, & Margo Gottlieb**

- 1) Introduction to Succeeding with ELL Students (8:43)
- 2) Foundation: Know the Student Part I (11:16)
- 3) Foundation: Know the Student Part II (9:21)
- 4) Foundation: Know the Law (5:06)
- 5) Newcomer Programs (11:17)
- 6) Frameworks For Teacher Success (13:25)
- 7) Second Language Acquisition (11:35)
- 8) The Stages/Levels of Second Language Acquisition (15:52)
- 9) Comprehensible Input: Meaning, Fluency, and Accuracy (11:27)
- 10) Assessing Proficiency (9:37)
- 11) Making Accommodations for English Language Learners (15:31)

- 12) Seeing The Big Picture (9:41)
- 13) Using Visual Tools (11:43)
- 14) Differentiating Instruction for Student Needs (4:53)
- 15) Building Literacy - Vocabulary Development (8:14)
- 16) Building Literacy - Writing and Reading Part I (11:29)
- 17) Building Literacy - Writing and Reading Part II (9:24)

**Helping Struggling Readers Beyond Grade One (72 min) -
Darrell Morris**

- 1) The Howard Street Model (9:48)
- 2) Catching Struggling Students Early (1:53)
- 3) Bringing in Tutors (4:34)
- 4) Reading Specialists Supervising the Tutor (9:44)
- 5) Assessment (4:57)
- 6) Guided Reading (13:27)
- 7) Word Study (12:44)
- 8) Reading for Fluency (6:55)
- 9) Tutoring Session Model (7:31)

**Helping Students of Limited English Skills - Elementary (62 min) -
Virginia Rojas**

- 1) Mainstreaming (8:48)
- 2) Three Capacities of an Immersion Teacher (7:19)
- 3) Strategies (16:24)
- 4) Classroom Practices (13:06)
- 5) Assessment Strategies (6:16)
- 6) Collaboration (10:27)

**Helping Students of Limited English Skills - Secondary (68 min) -
Virginia Rojas**

- 1) Mainstreaming (8:48)
- 2) Three Capacities of an Immersion Teacher (7:52)
- 3) Strategies (14:11)
- 4) Classroom Practices (10:44)
- 5) Assessment Strategies (8:33)
- 6) Collaboration (18:01)

**How to Increase Minority Student Achievement - Elementary (332 min) -
Beverly Daniel Tatum, Kati Haycock, Sonia Nieto, James Comer, Gary Howard,
Jamie Almanzan, Bonnie Davis, Colleen Almojuela, & other experts**

- 1) Closing the Gaps (29:17)
- 2) Introduction/Overview of Equality (2:29)
- 3) Leadership: Understanding Equity (7:17)
- 4) Leadership: Building Equity (21:10)
- 5) Leadership: Vision and Direction (18:25)
- 6) Leadership: Accountability (12:55)

- 7) Leadership: Sustaining Innovation (13:22)
- 8) Introduction to School Culture (3:16)
- 9) School Culture: Professional Attitudes (13:57)
- 10) School Culture: Clear Focus on Students (17:29)
- 11) School Culture: Inclusive Environment (23:34)
- 12) School Culture: Collaboration (16:14)
- 13) Teaching and Learning: Curriculum (27:35)
- 14) Teaching and Learning: Teaching Skills (20:06)
- 15) Teaching and Learning: Assessment (11:23)
- 16) Teaching and Learning: Interventions (18:21)
- 17) Authentic Equity Leadership (1:14:39)

**How to Increase Minority Student Achievement - Secondary (295 min) -
Beverly Daniel Tatum, Kati Haycock, Sonia Nieto, James Comer, Gary Howard,
Jamie Almanzan, Bonnie Davis, Colleen Almojuela, & other experts**

- 1) Closing the Gaps (29:17)
- 2) Introduction/Overview of Equity (2:11)
- 3) Leadership: Understanding Equity (7:08)
- 4) Leadership: Building Equity (18:23)
- 5) Leadership: Vision and Direction (15:25)
- 6) Leadership: Accountability (11:10)
- 7) Leadership: Sustaining Innovation (14:18)
- 8) Introduction to School Culture (3:17)
- 9) School Culture: Professional Attitudes (14:40)
- 10) School Culture: Clear Focus on Students (15:43)
- 11) School Culture: Inclusive Environment (18:27)
- 12) School Culture: Collaboration (13:02)
- 13) Teaching and Learning: Curriculum (22:19)
- 14) Teaching and Learning: Teaching Skills (12:36)
- 15) Teaching and Learning: Assessment (9:01)
- 16) Teaching and Learning: Interventions (13:12)
- 17) Authentic Equity Leadership (1:14:39)

**Reading for Older Struggling Students (77 min) -
Kenneth U. Campbell with Cecil Mercer**

- 1) Introduction/The Need for Reading Intervention (10:46)
- 2) Great Leaps Reading: Phonics, Phrases, Stories (6:26)
- 3) Phonics/Tutoring Examples (3:17)
- 4) Phrases/Tutoring Examples (2:55)
- 5) Stories/Tutoring Examples (5:34)
- 6) The Impact of Great Leaps (5:42)
- 7) Introduction/In-depth Look at Phonics (8:42)
- 8) In-depth Look at Phrases (4:36)
- 9) In-depth Look at Stories (5:05)
- 10) Understanding the Job of the Tutors (10:42)
- 11) Charting Student Progress (5:31)

12) Logistics of Great Leaps (7:19)

**Using Data To Close The Achievement Gap (95 min) -
Ruth S. Johnson**

- 1) Introduction to the Use of Data (8:46)
- 2) The Achievement Gap (6:20)
- 3) Building Dissatisfaction and Killing the Myths (9:10)
- 4) Data in the Reform Process (5:29)
- 5) Building Leadership and Data Teams (15:12)
- 6) Talking About Data (19:01)
- 7) Examining Outcomes (10:22)
- 8) Examine All Aspects of School (15:17)
- 9) Will We Know It When We See It? (5:46)

**Who Says - Motivational Videos (34 min) -
School Improvement Network**

- 1) Alexi's Story: Behrman Charter Elementary (2:20)
- 2) Benjamin Franklin High School (6:19)
- 3) More Than a Paycheck: East St. John Elementary (4:05)
- 4) Preservation Hall: Warren Easton High School (5:43)
- 5) Search & Rescue: Behrman Charter Elementary (4:39)
- 6) Who Says "Those" Kids Can't Learn? (3:45)
- 7) Who Says Teachers Don't Care? (3:26)
- 8) Who Says Schools Don't Care? (3:27)

**Working with Students from a Culture of Poverty (116 min) -
Mary Montle Bacon**

- 1) Introduction/Insight into Students of Poverty (4:18)
- 2) Understanding Differences (10:06)
- 3) Acceptance of the Differences that Students Bring (12:08)
- 4) Accommodating Differences in the Approach to Instruction (15:56)
- 5) Support the Students from Where They Come (12:11)
- 6) Introduction to Aiming for Success (6:57)
- 7) Affirming Differences (18:09)
- 8) Raising Expectations (10:26)
- 9) Engaging Families (15:38)
- 10) Celebrating Success (10:23)

**Legacy: Community Involvement (59 min) -
James P. Comer**

- 1) Introduction/Why Schools Are Isolated (6:06)
- 2) Barriers to Parental Involvement (4:53)
- 3) Levels of Parental Involvement (6:15)
- 4) Parents as Decision Makers (12:31)
- 5) Introduction/Reaching Out to the Community (15:23)
- 6) Making School a Center of the Community (5:40)

7) Dealing with Criticism (8:28)

**Legacy: Helping Disruptive Students (49 min) –
Diane Chelsom Gossen**

- 1) Introduction / Four Unfulfilled Needs (11:10)
- 2) Role Involvement (6:14)
- 3) The Ability to Control Themselves (4:18)
- 4) Introduction / Reality Therapy (5:43)
- 5) Tones and Gestures (2:44)
- 6) Rules and Procedures (5:26)
- 7) Learn Reality Therapy Questions (8:40)
- 8) Parents and Reality Therapy (4:19)

What Is Autism? (25 min)

- 1) The Nature of Autism (3:53)
- 2) Early Signs of Autism (3:50)
- 3) Social Challenges with Autism (5:44)
- 4) Communication Challenges with Autism (5:49)
- 5) Ritualistic Behaviors with Autism (5:35)

Webinar: Common Challenges with Autism (24 min)

- 1) Introduction (1:52)
- 2) Cognitive Challenges with Autism (6:12)
- 3) Language Challenges with Autism (5:03)
- 4) Motor Challenges with Autism (5:21)
- 5) Sensory Challenges with Autism (5:48)

*****More Programs on Autism to Come**

Practical RTI (62 min)

- 1) PLC and RTI Success Story (7:27)
- 2) Defining RTI (10:33)
- 3) Creating and Administering Assessments (8:23)
- 4) Monitoring Student Progress (8:13)
- 5) Making Decisions Based on Data (3:15)
- 6) A Working RTI: Steps 1-3 (7:11)
- 7) A Working RTI: Steps 4-6 (6:58)
- 8) Common RTI Implementation Challenges (10:03)

**Equity and Innovation – Topics: Equity and Diverse Learners
Apollo Middle School (69 min)**

- 1) Changing the Weather at Apollo (7:38)
- 2) Changing the Mindset (7:40)
 - 2a) Review: Changing the Mindset (1:00)
- 3) Caring Deeply and Deeply Committed (6:10)
 - 3a) Review: Caring Deeply and Deeply Committed (1:04)

- 4) Teachers Taking on Teaching (8:05)
- 4a) Review: Teachers Taking on Teaching (:53)
- 5) Classroom Management Strategies (8:16)
- 5a) Review: Classroom Management Strategies (:56)
- 6) Culturally Relevant Instruction (8:17)
- 6a) Review: Culturally Relevant Instruction (:51)
- 7) Community Center (7:30)
- 7a) Review: Community Center (:56)
- 8) Equitable Instructional Leader (8:36)
- 8a) Review: Equitable Instructional Leader (:53)

West Hawaii Explorations Academy (8 min)

- 1) Whea – Malama Honua (8:27)

Coming Soon:

January 2012

Equity & Innovation – J. Erik Jonsson Community School – Dallas, TX

J. Erik Jonsson Community School's is an urban environment that is used to success. The student body consists primarily of Latino students who are on free or reduced lunch but demonstrate high levels of achievement across all subject areas. The parent-teacher relationship plays a major part in the success of these students. Teachers are also give creative freedom concerning curriculum, which leads to differentiation in student instruction.

PD 360 is more than a video library. Additional help, resources and tools are available:

Communities:

The Communities application offers a public community based on topics and is open to all registered PD 360 users.

In the browse area of Communities, you can participate in forums by reading or posting comments to ongoing discussion threads. You may start your own conversation and upload related resources.

Groups:

Groups allow you to network in a focused setting. You may join a group organized by common interests or area of expertise, by similar job description, by attendees at a specific conference, or many other options. Groups may be Public or Private.

Guidebooks:

A guidebook is provided as an added resource to accompany video learning segments. Processing the innovations is critical for learning to transfer to classroom practice and broader student impact.

- Guidebooks facilitate discussion and deeper learning.

- Ideas in the Guidebook for opening activities set the stage for viewing the video segment.
- Topic outlines offer insight into the video content.
- Activities for processing the new learning are included with key discussion questions.
- Some segments provide handouts for print and distribution.
- Resources used for research on the video program are listed.
- Schools and districts featured in the video programs are also included.
- The Guidebook is available in a PDF for printing.
- Bibliographies providing a research base for the video and school locations where the video was produced.

Reflection:

Reflection questions are available for each video-viewing segment. After viewing a segment, the user may reflect and respond to the related questions.

**Kentucky Department of Education
Gap Delivery Plan
December 2011**

In Kentucky, we not only believe that ALL children can learn, we approach it from the perspective "each child will learn" at high levels regardless of their ethnicity, gender, socio-economic status, native language or whether they have a disability. So, if ANY student in ANY class is not performing according to the state's high standards and expectations, an achievement gap exists.

The Kentucky Department of Education's (KDE's) mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

VISION/CHALLENGE

KDE's vision is to ensure all students reach proficiency and to empower each student with the skills, knowledge and dispositions that make them college- and career-ready. Achievement gaps exist on each of the state-tested areas by grade level between the various groups of students. The Gap category of the Next-Generation Learners portion of the state's Unbridled Learning accountability model focuses specifically on student groups that traditionally perform below achievement goals. Gap uses the same student test results as those included under Achievement. The strategies in this Gap Delivery Plan will target efforts in Priority and Focus Schools.

The distance from that goal or gap is measured by creating a Student Gap Group -- an aggregate count of student groups that historically have had achievement gaps. Student groups combined into the Student Gap Group include ethnicity/race (African American, Hispanic, Native American), special education, poverty (free/reduced-price meals), gender and limited English proficiency that score at proficient or higher.

Closing the achievement gaps between the various groups of students cannot be accomplished without gap-specific targeted planning and implementation designed to make sure that capacity is built at both the district and school levels.

Kentucky Senate Bill 168 (SB 168, codified as KRS. 158.649) requires schools to identify and address achievement gaps between majority and minority groups of students. Schools must analyze achievement data to determine if significant performance differences exist between majority and minority groups.

The challenge is that there are substantive academic performance differences between the various groups of students. Historically, the percentage of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually for each content area. Data

KDE:OC:kd 010612

for the 2011-12 school year from new state testing (Kentucky Performance Rating for Educational Progress, Common Core Assessments, Educational Planning and Assessment System) are expected to indicate Gap performance differences in each of the identified groups. The table below is based upon 2009 and 2010 data. To calculate the combined student Gap Group, non-duplicated counts of students who score proficient or higher and are in the student groups would be summed. No individual student counts more than one time, and all students belonging to recognized subgroups are counted once. The "N" count (number of students reported) is based on total school population, not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups.

Below is a sample using simulated data for a single school in Kentucky.

DEMOGRAPHIC GROUP FOR MODEL SCHOOL A	READING 2009		READING 2010	
	STUDENT COUNT	PERCENT PROFICIENT + DISTINGUISHED	STUDENT COUNT	PERCENT PROFICIENT + DISTINGUISHED
Non-Duplicated Gap Group*	279	36.20	279	35.13
*African-American	163	34.97	154	25.97
*Hispanic	20	50.00	15	46.67
*Native American	0	0	0	0
*With Disability	66	12.12	52	19.23
*Free/Reduced-Price Meals	237	36.71	263	35.36
*Limited English Proficiency	19	21.05	26	3.85
Other Groups Reported				
All Students	303	38.28	304	38.16
Male	175	32.00	165	31.52
Female	128	46.88	139	46.04
White	107	41.12	111	50.45
Asian	4	**n/a	16	50.00

*Groups included in Gap

**Because the total number of students in this group is less than the "N" count minimum of 10, the data are not reported.

The delivery plan for closing achievement gaps will set annual targets for the state, districts, schools and subgroups. The subgroup performances at the state, district and school levels will be reported as part of the **annual measurable outcomes** toward the goal. The goal is to reduce, by half within five years, the percentage of students in each subgroup scoring in the non-

KDE:OC:kd 010612

proficient category. The annual state report cards will provide the level of detail on progress toward goal. An example of what will be reported is found in the table below.

DISTRICT/SCHOOL EXAMPLE OF DATA TO BE PROVIDED ON REPORT CARD

	Baseline Proficiency	AMO Target	'11-12 Goal	'12-13 Goal	'13-14 Goal	'14-15 Goal	'15-16 Goal
African-American	34%	6.6%	40.6%	47.2%	53.8%	60.4%	67%
Hispanic	40%	6%	46%	52%	58%	64%	70%
Native American	30%	7%	37%	44%	51%	58%	65%
With Disability	40%	6%	46%	52%	58%	64%	70%
Free/Reduced-Price Meals	20%	8%	28%	36%	44%	52%	60%
Limited English Proficiency	34%	6.6%	40.6%	47.2%	53.8%	60.4%	67%
College/Career Proficiency Gap	30%	7%	37%	44%	51%	58%	65%
Overall Gap	40%	6%	46%	52%	58%	64%	70%
	30%	7%	37%	44%	51%	58%	65%

+Gap groups must have a minimum of 25 students to be reported; however, all students in any gap group would be reported in the overall gap group.

GOAL:

Increase achievement for all students in Kentucky so that the achievement gap decreases for all subgroups (African-American, Hispanic, Native American, With Disability, Free/Reduced Price Meals, Limited English Proficiency) from ___% in 2012 to ___% in 2017 as measured by school report cards.

(A baseline will be established utilizing the Kentucky state assessment results in 2012.)

BACKGROUND/HISTORY

KDE's work is guided by key legislation driving education transformation. Senate Bill 1, passed in the 2009 session of the General Assembly, required KDE to ensure all Kentucky students graduate college- and career-ready. In order to achieve this goal, the pipeline to college and career readiness begins before students enter high school.

Recent legislative changes detailed in the federal No Child Left Behind (NCLB) Act of 2001 and 2003's Kentucky Senate Bill 168 (SB 168, codified as KRS.158.649 and referred to as Closing the Gap Legislation) require schools to identify and address achievement gaps between majority and minority groups of students. Schools must analyze achievement data to determine if significant performance differences exist between majority students and minority groups. Specifically targeted are racial minorities, students with disabilities, gender disparities, low

KDE:OC:kd 010612

socioeconomic groups and students with limited English proficiency or who qualify for English as a Second Language Programs.

Efforts to identify and address achievement gaps relative to students with disabilities (SWD), for example, will be aided by ongoing work regionally and in school districts around Kentucky's State Performance Plan (SPP)* and Annual Performance Report (APR). The SPP includes baseline data, measurable and rigorous targets, and improvement activities for 20 indicators such as graduation rate, dropout rate, and participation and performance on assessments. The APR summarizes how well the state is progressing toward meeting the targets for each of the 20 indicators contained in the SPP and is submitted yearly to the U.S. Department of Education on February 1. Support to enable school districts to reach and maintain state targets as set forth in the SPP is provided through the Kentucky Continuous Monitoring Process (KCMP).

Given that several SPP/APR Indicators have a direct link to agency initiatives around **college/career readiness** and **proficiency**, the work consequently has a strong connection to the Gap Delivery Plan.

For example, a cluster of SPP/APR Indicators relate directly to agency initiatives around **college/career readiness**:

- Indicator 1 (Percent of youth with IEPs graduating from high school with a regular diploma)
- Indicator 2 (Percent of youth with IEPs dropping out of high school)
- Indicator 13 (percent of youth with IEPs age 16 and above whose IEP includes all required components of postsecondary transition planning)
- Indicator 14 (Percent of youth who had IEPs when they left school, and who were enrolled in higher education/postsecondary education/training, or competitively employed within one year of leaving high school)

Additionally, other SPP/APR Indicators relate directly to agency initiatives around **proficiency**:

- Indicator 3 (Participation and performance of children with IEPs on statewide assessments)
- Indicator 5 (Percent of children with IEPs ages 6 through 21 served in the regular class)

The 2004 Amendments to the Individuals with Disabilities Education Act (IDEA) require each state to develop a **State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. Kentucky submitted its original SPP to the U.S. Department of Education in 2006.*

KDE:OC:kd 010612

The Accountability Model Concept Paper describes the new accountability model that has been proposed as a result of revisions to KRS 158.6451 mandated by 2009's Senate Bill 1. This model offers a balanced approach organized around the Kentucky Board of Education's (KBE's) four strategic priorities of next-generation learners, professionals, instructional programs and support. State regulation 703 KAR 5:200 describes the component of next-generation learners. Within this component, student learning will be measured and reported in proficiency, gap, growth, graduation rate, and college and career readiness. 703 KAR 5:220 explains the overall weight of each component in the new accountability system.

SUMMARY OF STRATEGIES

The executive sponsor of the Gap Plan is Dewey Hensley, associate commissioner of the Office of District 180. The following table includes strategies that will impact student proficiency and identifies appropriate leads responsible for each one.

Strategy	Brief Description	Strategy Lead
Consolidated Planning and Use of Data	<p>The Adaptive System of School Improvement Support Tools (ASSIST) program will be utilized to consolidate and increase likelihood of implementation fidelity through data goals and frequent monitoring of the plan. Specific questions will be asked during the planning process in order to intentionally address the instructional needs of students in the gap subgroups. This will allow planning to meet the instructional needs of students in the Gap subgroups.</p> <p>Utilize ASSIST for schools to create consolidated plans that direct strategies toward ELL/SWD students; for KDE to analyze the ASSIST-identified needs to modify and target professional development and communications; and finally to connect ASSIST with CIITS so that schools can direct their federal Title funding to build capacity to improve SWD/ELL programs.</p>	Donna Tackett
Communication	Publishing, distribution and training will be centered on the <i>Guidelines for Closing the Gaps for ALL Students</i> brochure. These guidelines were developed by the Commissioner's Raising Achievement/Closing Gaps Council. Also, a summer progression plan will be promoted, including the "Find a Book" website involving the partnership with the Council of Chief State School	Claude Christian

KDE:OC:kd 010612

	Officers (CCSSO) and Metametrics.	
Flexibility of Funding	<p>Federal funding will be used for districts to target achievement gap subgroups. Federal funding also will be used for districts to target professional development and related activities for improving achievement for gap subgroups.</p> <p>Utilize consolidated funding to support and sustain CIITs so professional development and other resources are available to teachers of ELL/SWD students.</p>	Donna Tackett
Alternative Individual Learning Plans	An Alternative Individual Learning Plan will be developed to identify every student attending an alternative program. The strategy will identify the status of students, planned duration of alternative placement, actual duration and hold alternative programs and home schools accountable for student achievement.	Sherri Clusky
Digital Learning	<p>Digital learning environments and opportunities that will engage students that have been disenfranchised will be provided. KDE will assist districts in identifying successful digital programs.</p> <p>Determine ways to use digital learning and blended learning to enable districts to access content and pedagogy targeting students and teachers in the ELL/SWD categories. Broker access to providers who specialize in these areas.</p>	Melissa Ferrell
Professional Development	Develop an intentional process for identifying and connecting specific professional development for schools and teachers who serve ELLs and students with disabilities utilizing CIITS — building a bridge between the teachers of ELL/SWD and all other teachers with relevant professional development in CIITS by analyzing and providing the Common Core 360/CIITS access.	ONGL/OD180
	Educational Recovery Educational Recovery staff will be trained to work with Focus Schools on how to close achievement gaps.	Donna Tackett
	Professional Development for Educational Recovery Staff	

KDE:OC:kd 010612

	<p>Professional development (PD) needs in Focus Schools will be identified through the use of the ASSIST tool. PD that meets the needs of the Focus Schools' staff in closing the achievement gaps in identified subgroups will be developed, along with PD on use of different collaboration models to support students with Individual Education Plans (IEPS). PD on the implementation of teaching instructional strategies also will be developed.</p>	
	<p>Regional Professional Development Literacy and math consultants in the special education cooperatives will focus on PD in closing the achievement gap for students with disabilities and English language learners.</p> <p>Integrate the Special Education Cooperatives and the Regional Cooperatives to design, deliver and monitor professional development to ensure capacity building for all teachers.</p>	Johnny Collett, Pam Wininger and Samantha Thomas
	<p>Co-Teaching in a Diverse Classroom Professional development around collaborative teaching practices and models will be scaled up.</p>	
Progress Monitoring	Working with districts, individual profile sheets in reading and math will be developed for every student with a Program Services Plan (PSP) for English language learners in Priority and Focus Schools.	Sherri Clusky
Intentional Use of Proficiency Strategies for Subgroups	KDE will monitor and provide feedback to districts and schools on the fidelity of proficiency use and implementation for all subgroup populations including students with disabilities and English language learners.	Felicia C. Smith

**Kentucky Department of Education
Proficiency Delivery Plan
August 2011**

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

VISION/CHALLENGE

The vision for Kentucky's students is that every student is proficient and prepared for success. Students will not be prepared for college and careers or effective in the 21st century unless they are proficient in reading, writing and mathematics. The skills, knowledge and expertise students must master to succeed in college, work and life should be the outcome of a 21st-century education. We project that only 34 percent, or 17,000, of our current 8th-grade class will meet college- and career-readiness measures if we don't do anything differently. We have a College and Career Readiness Plan with a goal that 64 percent of Kentucky's students will be college- and career-ready by 2015, and this Proficiency Plan will help them achieve that goal.

Ensuring that children are ready for school and schools are ready for children is one of the most pressing issues facing our nation (National Center for Education Statistics, 2009). And, as the struggle continues to decrease school dropout rates, early learning is recognized as the solution to reverse the trend (Daily, Burkhauser, & Halle, 2010). School readiness is one of the strategies in this plan.

Successful preparation for both postsecondary education and employment requires learning the same rigorous English and mathematics content and skills (National Mathematics Advisory Panel, 2008). No longer do students planning to go to work after high school need a different and less rigorous curriculum than those planning to go to college. College and career readiness requires advanced reading, mathematics and writing skills. Without literate students, learning cannot take place. Data published in the 2010 *Writing to Read* report from the 2006 National Commission on Writing indicate that "90 percent of white-collar workers and 80 percent of blue-collar workers indicate that writing skills are important to their job" and to be competitive for more than two-thirds of future jobs "... a college education and higher-level literacy skills ..." will be necessary.

KDE:OC:kd 010612

The challenges are that not all students are proficient in core content areas, and the achievement gap persists for too many of them. The elementary grades have realized greater success in reading, and one assumption is because of the Read to Achieve (state) and Reading First (federal, funding ended) programs. And, while the math initiative has had a shorter existence, it too is making a difference for many students. However, these programs are not in every school and district, so comprehensive resources are necessary to assure all students achieve proficiency and beyond in reading, writing and mathematics.

GOALS

There are three main goals for proficiency:

1. Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from ___% in 2012 to ___% in 2017.
2. By fall 2012, all children will be screened for kindergarten. 50% more children will be ready for kindergarten by 2014 based on 2012 baseline results.
3. 90% of 3rd graders will be proficient in mathematics and reading on the state assessment by 2015.

Graphs will be inserted after collection of the readiness benchmark data in fall 2012.

BACKGROUND/HISTORY

The work of the Kentucky Department of Education (KDE) is guided by key legislation driving education transformation. Senate Bill 1, passed in the 2009 session of the General Assembly, required KDE to assure all Kentucky students graduate college- and career-ready. In order to achieve this goal, the pipeline to college and career readiness begins before students enter high school.

The Accountability Model Concept Paper describes the new accountability model that has been proposed as a result of revisions to KRS 158.6451 resulting from Senate Bill 1. This model offers a balanced approach organized around the Kentucky Board of Education's (KBE's) four strategic priorities of next-generation learners, professionals, instructional programs and support. State regulation 703 KAR 5:200 describes the component of next-generation learners. Within this component, student learning will be measured and reported in proficiency, gap, growth,

KDE:OC:kd 010612

graduation rate and college and career readiness. State regulation 703 KAR 5:220 explains the overall weight of each component in the new accountability system. At its August meeting, the Kentucky Board of Education determined that the next-generation learners component will carry a weight of 70 percent as compared to 20 percent for next-generation instructional programs and supports and 10 percent for next-generation professionals.

The Kentucky Accountability Model differs from the federal No Child Left Behind requirements as noted in the following table.

NCLB	Kentucky Model
Student outcome measures used.	Broader performance measures used.
Annual reports provided.	Annual reports also will also include achievement, gap, growth, college/career readiness and graduation rate.
Only Title I schools held accountable.	All schools held accountable.
Consequences set for schools that fail to meet adequate yearly progress (AYP).	Consequences escalate for all schools and districts failing to show progress in achievement, gap, growth, college/career readiness and graduation rate.
Student achievement measured in at least reading, English/language arts, mathematics and science.	Writing and social studies also included.
Schools that fail to make AYP for two consecutive years are identified as needing improvement, and a series of interventions occur if no improvement is made.	Non-traditional approach -- schools/districts will be classified as distinguished, proficient, needs improvement or persistently low-achieving. Continuous growth required at all levels.
Exceptions are allowed for subgroups that include a limited number of students so that they cannot be identified. Allows for safe harbors.	Every school will have a new, non-duplicated gap group, and achievement is reported for every gap group regardless of number. No safe harbor.
Use of other academic indicators beyond reading and mathematics is limited.	Social studies, science, writing, college/career readiness and individual student growth included in accountability.

KDE:OC:kd 010612

Other legislation that was passed with the intent of supporting reading and mathematics includes:

- KRS 158.6451 (one portion of Senate Bill 1) established the requirement for the Kentucky Department of Education to “disseminate to local school districts and schools a model curriculum framework which is directly tied to goals, outcomes, and assessment strategies.”
- KRS 158.844 and state regulation 704 KAR 3:530 (Mathematics Achievement Fund) provides “grants for local school districts based on recommendations from the Committee for Mathematics Achievement” ... for the purpose of supporting high-quality diagnostic assessment, intervention programs and coaching and mentoring in elementary mathematics.
- KRS 158.792 and 158.794 and state regulation 704 KAR 3:480 (Read to Achieve) support grants to school districts based on recommendation from a steering committee for the purpose of supporting high-quality diagnostic assessment and intervention programs.
- KRS 158.849 (Teachers’ Professional Growth Fund) supports professional development for teachers.
- KRS 158.770 (Advisory Committee on Writing Program) advised the Kentucky Department of Education on effective writing instruction.
- State regulation 704 KAR 3:410 (Preschool) supports the development of the cognitive foundations for literacy and mathematics.
- Executive Order forming the Early Childhood Advisory Council issued in July 2011.

SUMMARY OF STRATEGIES

The executive sponsor for the Proficiency Plan is Felicia Cumings Smith, associate commissioner of the Office of Next-Generation Learners. The following table includes strategies that will impact student proficiency and identifies appropriate leads responsible for each one.

Strategy	Strategy Lead
1. Curriculum, Assessment and Alignment	Robin Hill
2. Continuous Instructional Improvement System (CIITS)	Joe McCowan
3. New Accountability Model	Ken Draut
4. Kentucky System of Intervention/Response to Intervention (KSI/RTI)	Johnny Collett
5. Collection and Use of Data for Program Improvement	Johnny Collett
a. Program Review	
6. Literacy Initiative	Cindy Parker

KDE:OC:kd 010612

<ul style="list-style-type: none"> a. Professional Development b. Literacy Planning c. Targeted Interventions for Literacy 	
<ul style="list-style-type: none"> 7. Math Initiative <ul style="list-style-type: none"> a. Professional Development b. Math Planning c. Targeted Interventions for Mathematics 	Tim Sears
8. School Readiness and Early Progress	Bill Buchanan

The adoption of the new Common Core Standards was pivotal in transforming education in Kentucky. However, new standards alone will not lead to transforming teaching and learning. Teachers must be equipped with the tools and resources needed to prepare students as next-generation learners. The evidence of value-added instruction ultimately should be demonstrated on the state assessment. Students in grades 3 through 8 are assessed annually in reading and mathematics, and in writing, grades 4, 5, 6, 8, 10 and 11 are assessed.

The Model Curriculum Framework (MCF) is not a separate strategy but forms the framework for teaching and learning across curriculum, assessment and alignment, the Continuous Instructional Improvement Technology System (CIITS), accountability model, KSI/RTI, collection and use of data, literacy and math initiatives, school readiness and early progress. The MCF is supported by state regulation and Section 1 of KRS 158.6451 and ideally should be the tool to assist districts to plan and implement effective strategies to promote student proficiency.

COMPREHENSIVE TIMELINE TABLE FOR STRATEGIES

Strategy	School Year																			
	2010-11			2011-12			2012-13			2013-14			2014-15							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Curriculum, Assessment and Alignment					*															
CIITS					*															
New																				

KDE:OC:kd 010612

ATTACHMENT 30 - Proficiency Delivery Plan

Accountability Model								
KSI/RTI	*							
Collection and Use of Data for Program Improvement		*						
Literacy Initiative		*						
Math Initiative				*				
School Readiness & Early Progress				*				

The school year begins July 1.

DESCRIPTION OF STRATEGIES

<p>Strategy 1: Curriculum, Assessment and Alignment</p>	<p>Description (Theory of Action and Brief Description)</p> <p>IF schools analyze curriculum to identify gaps related to the Kentucky Core Academic Standards (KCAS); IF schools make adjustments to ensure curriculum alignment to KCAS; IF schools utilize appropriate instructional resources aligned to the developed curriculum; IF teachers implement that curriculum using best practices for instruction and assessments, THEN the combined average scores for reading and mathematics will increase by ___ from 2012 to 2017.</p> <p>In order to provide students with access and opportunity to become proficient with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student. This strategy utilizes the Leadership Networks to build capacity to implement the KCAS in each district, school and classroom.</p> <p>Networks: Creation of a systematic statewide professional development structure in the form of Leadership Networks designed to build capacity at the teacher/school/district levels to impact teaching and learning with KCAS and emphasis on implementing the KCAS through the Classroom Assessment for Student Learning to enhance and refine assessment strategies at the local level aligned to the KCAS. The networks will serve as the primary vehicle for dissemination of the instructional and assessment resources and tools for improved student learning.</p> <p>The networks will be studying quality of tasks and instructional materials that support the KCAS and the formative assessment process, including alignment of assessment content and rigor.</p> <p>The network teacher leaders will utilize resources from the Literacy Design Collaborative and the Mathematic Design Collaborative to support a balance assessment system in the classroom.</p> <p>Standards-Based Reporting:</p>
--	---

KDE:OC:kd 010612

	<p>This strategy includes KDE monitoring of the University of Kentucky's P-20 Lab pilot to develop a Kentucky standards-based student report card. The rationale for this program is to focus instruction and reporting on the learning progress of each student, K-12. The professional development for the standard-based reporting program includes procedures for implementation, instructions on how to use the computer platform that allows teachers to enter evidence of student learning related to each reporting standard and ongoing professional development support to address issues and facilitate larger-scale implementation. This program intends to include a proposal and budget to move from a small pilot to the statewide implementation stage within three to five years.</p> <p>Partnership with SREB: Kentucky Middle Grades Schools of Innovation is a partnership between the Southern Regional Education Board (SREB) and KDE. Within this partnership, the goals are:</p> <ul style="list-style-type: none"> • implementation of Literacy Design Collaborative (LDC) tasks across content areas in Year 1 • improved guidance and advising beginning in Year 1 • implementation of Math Formative Assessment Lessons (MFALs) in Year 2 • improved grading systems and assessments aligned to standards in year 3
<p>Activities & Timeline for Implementation</p>	<p>Timeline: September 2011 – December 2011 KDE consultants and regional content specialists</p> <ul style="list-style-type: none"> ➢ Consumer Guide for instructional material analysis ➢ CCSS has provided a publisher's criteria guide for ELA. ➢ task analysis and alignment tools for teachers and leadership in the networks (1,400 teacher leaders along with Instructional Leadership Support Network participants) <p>September 2011 – May 2012 Networks 100% of network participants trained in formative assessment lessons and aligning tasks to standards.</p> <ul style="list-style-type: none"> ➢ implementation of formative assessment lessons and LDC ➢ PERKS to CHETL – program and classroom observations ➢ PARCC materials and Smarter Balanced materials used to guide instruction and curriculum development.

KDE:OC:kd 010612

	<ul style="list-style-type: none"> ➤ surveys to networks participants ➤ logs from regional content specialists ➤ CIITS – alignment with instructional and assessment materials <p>May 2012</p> <ul style="list-style-type: none"> ➤ site visits with regional content specialists reports for fidelity of implementation ➤ rubrics for level of implementation to district teams – 100% of school teams (evidence surveys) ➤ Evidence from pilots on standards-based reporting collected from UK to determine next steps for large-scale implementation. <p>August 2012</p> <ul style="list-style-type: none"> ➤ distance learning platform for large-scale implementation of standards-based reporting using exemplar schools from the pilot. <p>July 2012 – June 2013 (Support for implementation will continue throughout this cycle.)</p> <ul style="list-style-type: none"> ➤ site visits with regional content specialists reports for fidelity of implementation ➤ surveys to networks participants ➤ logs from regional content specialists ➤ CIITS – alignment with instructional and assessment materials 																																										
<p>Annual Impact on Indicators (trajectory) What are the goal numbers for each year?</p>	<p>Mathematics, Reading and Writing – Proficiency Increases</p> <p>Additional Students Table</p> <table border="1" data-bbox="1068 716 1230 1633"> <thead> <tr> <th>Elementary</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>---</td> <td>380</td> <td>380</td> <td>759</td> <td>759</td> <td>2,278</td> </tr> <tr> <td>Writing</td> <td>---</td> <td>380</td> <td>380</td> <td>759</td> <td>759</td> <td>2,278</td> </tr> <tr> <td>Mathematics</td> <td>---</td> <td>380</td> <td>380</td> <td>759</td> <td>759</td> <td>2,278</td> </tr> </tbody> </table> <table border="1" data-bbox="1268 716 1347 1633"> <thead> <tr> <th>Middle Reading</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td></td> <td>---</td> <td>663</td> <td>663</td> <td>1,032</td> <td>1,032</td> <td>3,390</td> </tr> </tbody> </table>	Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	---	380	380	759	759	2,278	Writing	---	380	380	759	759	2,278	Mathematics	---	380	380	759	759	2,278	Middle Reading	'10-11	'11-12	'12-13	'13-14	'14-15	Total		---	663	663	1,032	1,032	3,390
Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																					
Reading	---	380	380	759	759	2,278																																					
Writing	---	380	380	759	759	2,278																																					
Mathematics	---	380	380	759	759	2,278																																					
Middle Reading	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																					
	---	663	663	1,032	1,032	3,390																																					

KDE:OC:kd 010612

	Writing	---	663	1,032	1,032	3,390
	Mathematics	---	368	1,032	1,032	3,095
<p>Leading Indicators or Sub-Indicators to be Tracked (Delivery Chain)</p>	<p>1. KDE implements monthly analysis of regional content specialists logs for professional development and effectiveness</p> <p>Advisory Core Team Project Manager Karen Kidwell</p> <ul style="list-style-type: none"> ➢ KDE Consultants ➢ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams 					
	<p>2. Once each semester, surveys provided to districts teams: percent of teachers trained to address curriculum gaps, utilize instructional materials and assessments aligned to KCAS.</p> <p>Advisory Core Team Project Manager Karen Kidwell</p> <ul style="list-style-type: none"> ➢ KDE Consultants ➢ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams 					
	<p>3. At the end of each year, rubric used for district/school teams and school-based decision making councils regarding implementing the standards.</p> <p>Advisory Core Team Project Manager Karen Kidwell</p> <ul style="list-style-type: none"> ➢ KDE Consultants ➢ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams • Principal and School-Based Decision Making Councils 					
	<p>4. At the end of the year, survey a sampling of School Improvement Grant (SIG) schools and districts regarding Program Reviews for mathematics and English/language arts and action plans for literacy and numeracy based on those Program Reviews and classroom observations and other information.</p>					

KDE:OC:kd 010612

	<p>Advisory Core Team Project Manager Karen Kidwell</p> <ul style="list-style-type: none"> ➤ KDE Consultants ➤ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams • Principal and School-Based Decision Making Councils <p>5. Meet with Gerry Swan regarding the P-20 Pilot through the system or possibly Infinite Campus. Research student progress in courses using standards-based reporting compared to K-PREP scores (fall 2012). Infinite Campus liaison to Office of Next-Generation Learners David Cook P-20 Lab Team Office of Assessment and Accountability</p>
--	--

Delivery Chain

Complexity

- Primary line of delivery is dependent upon communication and action.
- Success of this strategy depends on the networks, especially regional content specialists and effectiveness coach – training, facilitation, collection and reporting of appropriate data.
- Individual relationships from network facilitators to the district level to the classroom teacher affect communication and fidelity of implementation.

Funding Flows

- Primary Chain has sufficient funding at this time.
- There is an anticipation of KDE providing further funding to SREB (middle school initiative) and UK (standards-based reporting).

Choke Points

- Regional content specialists' relationship with schools and districts pivotal to success.
- Communication and implementation break down from the district level to the school and classroom teacher.

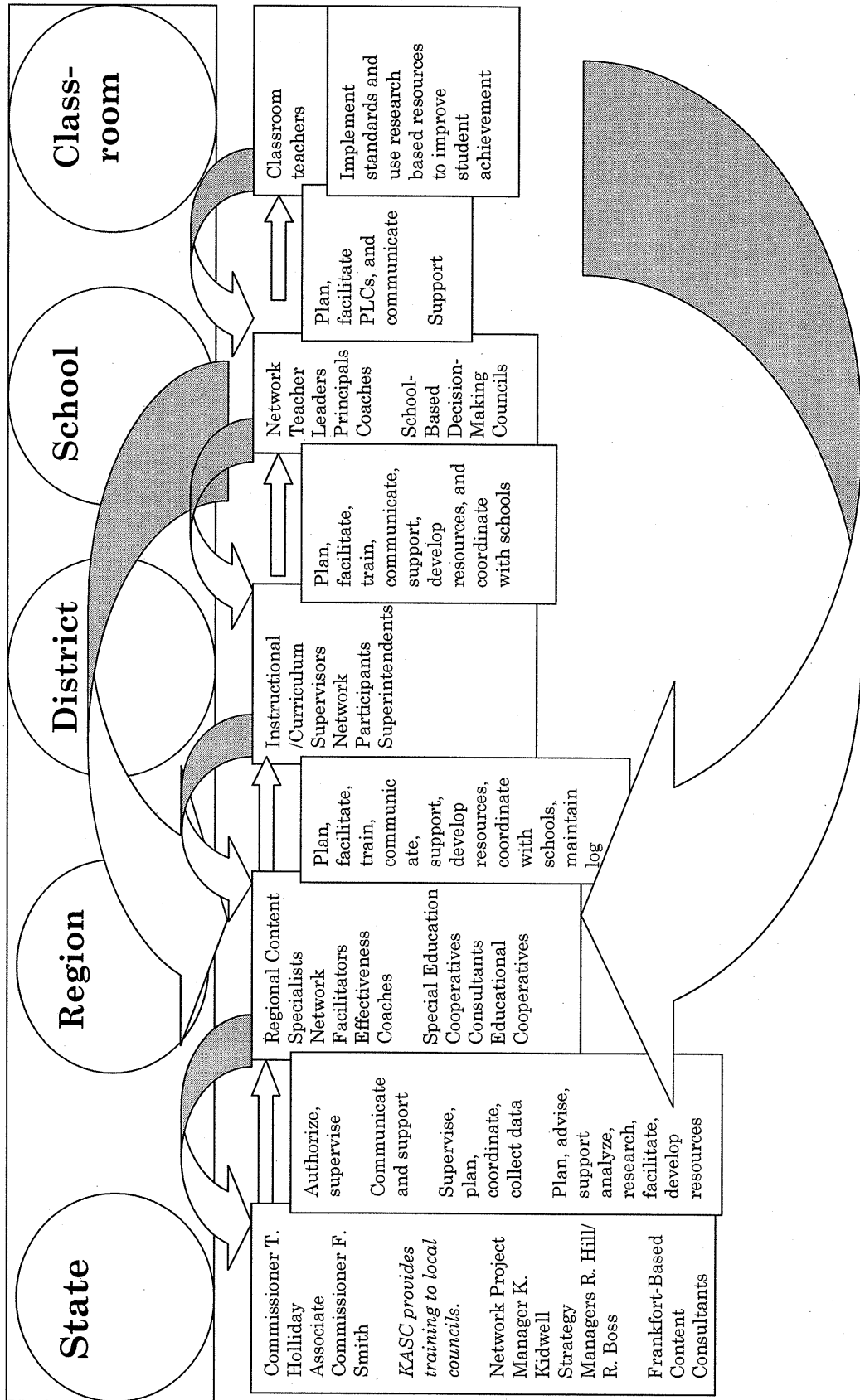
KDE:OC:kd 010612

Risks:	Potential Solutions
<p>State – need strong communication plan in place to all audiences impacted by the implementation of new standards including students and parents.</p>	<p>Felicia Smith and Becky Blessing are working on organizing a guiding coalition to lead statewide communication of awareness and engagement of the KCAS.</p>
<p>District breakdown - district systemic planning may not be strong enough to impact all classroom teachers directly.</p>	<p>Regional content specialists (RCS) will continue to work in districts and schools to provide guidance and tools for planning. RCS will record each district contact using the monthly logs.</p>
<p>District breakdown – support for implementation of formative assessment strategies to monitor student learning.</p>	<p>Regional content specialists will continue to work in districts and schools to provide guidance and support; evidenced in the monthly logs.</p>
<p>School breakdown – adequate time for professional growth and learning for teachers to refine instructional practices in a collegial setting that is not for evaluative purposes to ensure gaps in teacher content knowledge are addressed as a part of the teaching and learning process.</p>	<p>Review sampling of PD plans for evidence of implementing the KCAS. Regional content specialists monitor PD opportunities provided to districts that support implementing the KCAS and increasing student achievement.</p>
<p>School breakdown – appropriate curricula is determined and aligned based on new standards, stop teaching old things and focus on what is required in the new standards – grade level expectations. Analysis tools for instructional material developed by Dr. Bill Bush, University of Louisville, is meant to be used with new materials, not existing materials.</p>	<p>Within the networks, teacher leaders will continue to focus on the KCAS and utilizing aligned materials. KDE consultants modify the analysis tools so that teachers can use them to review materials.</p>
<p>Students and parents unaware of their involvement in taking responsibility for their learning.</p>	<p>Regional content specialists communicate with teachers and share resources to provide to parents and students (via PTA and Prichard).</p>

KDE:OC:kd 010612

<p>Regional breakdown - stakeholder groups sending differing messages about implementation of the standards, specifically many seeing the Leadership Networks as "taking away" from the support they traditionally provide to districts/schools.</p>	<p>System provides training and support for teacher leader networks, ILSN and "K" groups.</p>
--	---

KDE:OC:kd 010612



KDE:OC:kd 010612

Strategy 2: Continuous Instructional Improvement Technology System (CIITS)

Description
(Theory of
Action and Brief
Description)

IF school districts have access to the Continuous Instructional Improvement Technology System (CIITS), participate in professional growth opportunities and use CIITS to help support highly effective teaching and learning, THEN more teachers and leaders will be able to help more students be proficient in reading and mathematics at the elementary and middle school levels.

Description: The Kentucky Department of Education is in the process of developing a fully coordinated statewide system of support for all Kentucky public school educators. The goal for coordinating a statewide system of support includes developing a common understanding for what is required to fully support Kentucky teachers and students in implementing the core academic standards. This requires the agency to provide clear expectations to all Kentucky schools regarding accountability as well as offering statewide assistance to fully support student learning and how this relates to increasing the number of students who are college- and career-ready.

The Continuous Instructional Improvement Technology System (CIITS) will provide educators access to academic standards, instructional materials, teacher/student-level data and assessment items. Once fully complete, this newly designed system will provide public school educators in early childhood through 12th grade the tools and functionality to connect instructional information to professional development, teacher and leader effectiveness work and school and district improvement planning. CIITS also will provide access to information to additional role groups who are given log-in rights such as school district teachers, leaders and individuals associated with state-level education support. Specifically, CIITS will provide unique built-in features enabling each educator to organize online materials to support the learning needs of their assigned students and statewide colleagues (e.g., save to My Materials, make recommendations about materials, create student groups, add/edit content to support curriculum planning, participate in online communities, present data in a variety of ways to assist in data analysis and reporting).

CIITS is being designed as a 21st-century vehicle for providing information in new ways to educators. The key to realizing the maximum benefit of this investment exists in how all educators use the system to plan highly effective teaching with a critical focus on student learning in new and different ways with a critical focus on increased student learning as they are able to regularly monitor and measure student progress. Therefore, KDE is focusing on coordinating additional strategies across the agency that will establish a coherent model of support once fully complete. CIITS is the key strategy designed to ensure

KDE:OC:kd 010612

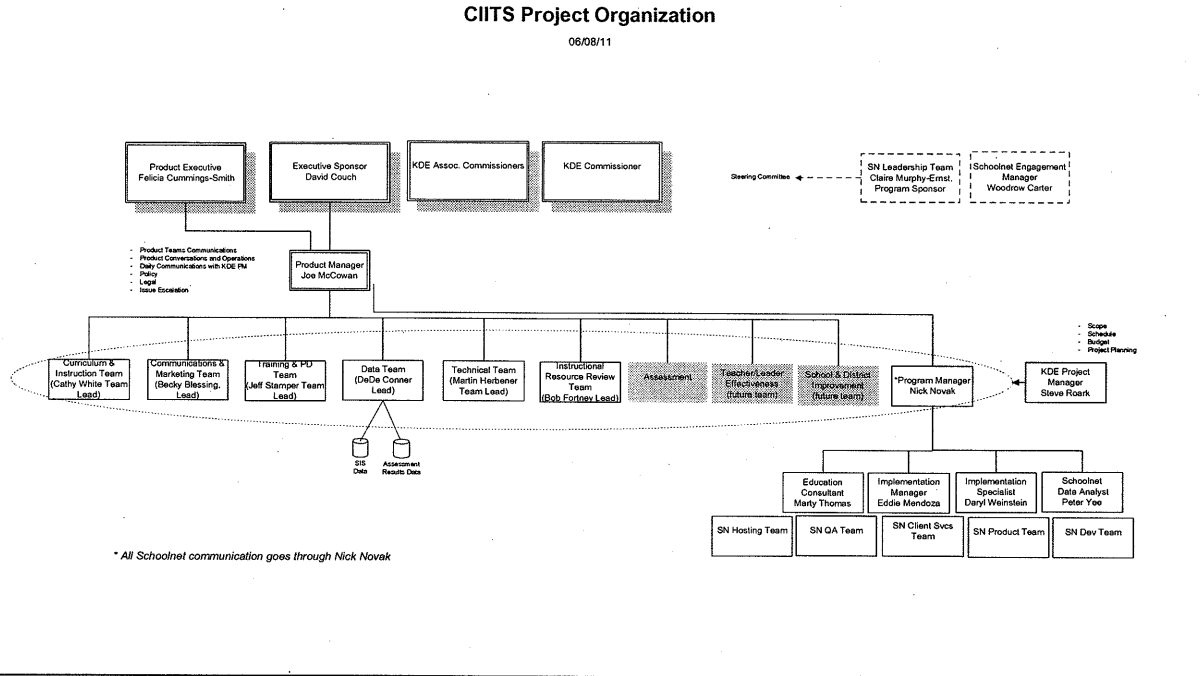
	<p>consistent coordination of all related education support components. This strategy also will include a comprehensive statewide training model and further delivery of professional development workshops and training opportunities statewide.</p>																																																								
<p>Activities & Timeline for Implementation</p>	<p>CIITS High-Level Design and Implementation Plan:</p> <ul style="list-style-type: none"> • Version X-Initial Planning and Proof of Concept (Apr. 2011) • Version 1.0 - load standards and instructional materials (Aug. 2011) • Version 2.0 - load additional standards, instructional materials, implement user log-ins and load SIS data (Nov. 2011), launch formative assessment and school/district reporting module (Dec. 2011) • Version 3.0 - load additional instructional materials (Mar. 2011) • Version 4.0 - expand instructional materials and load summative assessment results data (June 2011) • Version 5.0 - launch Educator Development Suite (EDS) (Aug. 2012) • *ASSIST integration for school and district improvement planning 																																																								
<p>Annual Impact on Indicators (trajectory) What are the goal numbers for each year?</p>	<p>Additional Students Table</p> <table border="1" data-bbox="446 1045 1377 1207"> <thead> <tr> <th>Elementary</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>---</td> <td>1,177</td> <td>1,177</td> <td>1,177</td> <td>1,557</td> <td>5,088</td> </tr> <tr> <td>Writing</td> <td>---</td> <td>1,177</td> <td>1,177</td> <td>1,177</td> <td>1,557</td> <td>5,088</td> </tr> <tr> <td>Mathematics</td> <td>---</td> <td>797</td> <td>1,177</td> <td>1,177</td> <td>1,177</td> <td>4,328</td> </tr> </tbody> </table> <table border="1" data-bbox="446 1249 1377 1411"> <thead> <tr> <th>Middle</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>---</td> <td>774</td> <td>774</td> <td>1,142</td> <td>1,142</td> <td>3,832</td> </tr> <tr> <td>Writing</td> <td>---</td> <td>774</td> <td>774</td> <td>1,142</td> <td>1,142</td> <td>3,832</td> </tr> <tr> <td>Mathematics</td> <td>---</td> <td>774</td> <td>774</td> <td>774</td> <td>1,142</td> <td>3,463</td> </tr> </tbody> </table>	Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	---	1,177	1,177	1,177	1,557	5,088	Writing	---	1,177	1,177	1,177	1,557	5,088	Mathematics	---	797	1,177	1,177	1,177	4,328	Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	---	774	774	1,142	1,142	3,832	Writing	---	774	774	1,142	1,142	3,832	Mathematics	---	774	774	774	1,142	3,463
Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																																			
Reading	---	1,177	1,177	1,177	1,557	5,088																																																			
Writing	---	1,177	1,177	1,177	1,557	5,088																																																			
Mathematics	---	797	1,177	1,177	1,177	4,328																																																			
Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																																			
Reading	---	774	774	1,142	1,142	3,832																																																			
Writing	---	774	774	1,142	1,142	3,832																																																			
Mathematics	---	774	774	774	1,142	3,463																																																			
<p>Leading Indicators or Sub-Indicators to be Tracked (Delivery Chain)</p>	<ul style="list-style-type: none"> • Each CIITS user role will be assigned specific permissions in order to access the appropriate operations in the system as well as unique log-in information. CIITS roles, permissions and log-in information will be tracked accordingly to determine who is using the system. • A statewide system support model is designed, and this includes various levels of support at the state, district and school levels. The state level is supported by KDE and Schoolnet in conjunction with connecting to the district and school levels. A support report will provide detailed information about the requests received at 																																																								

KDE:OC:kd 010612

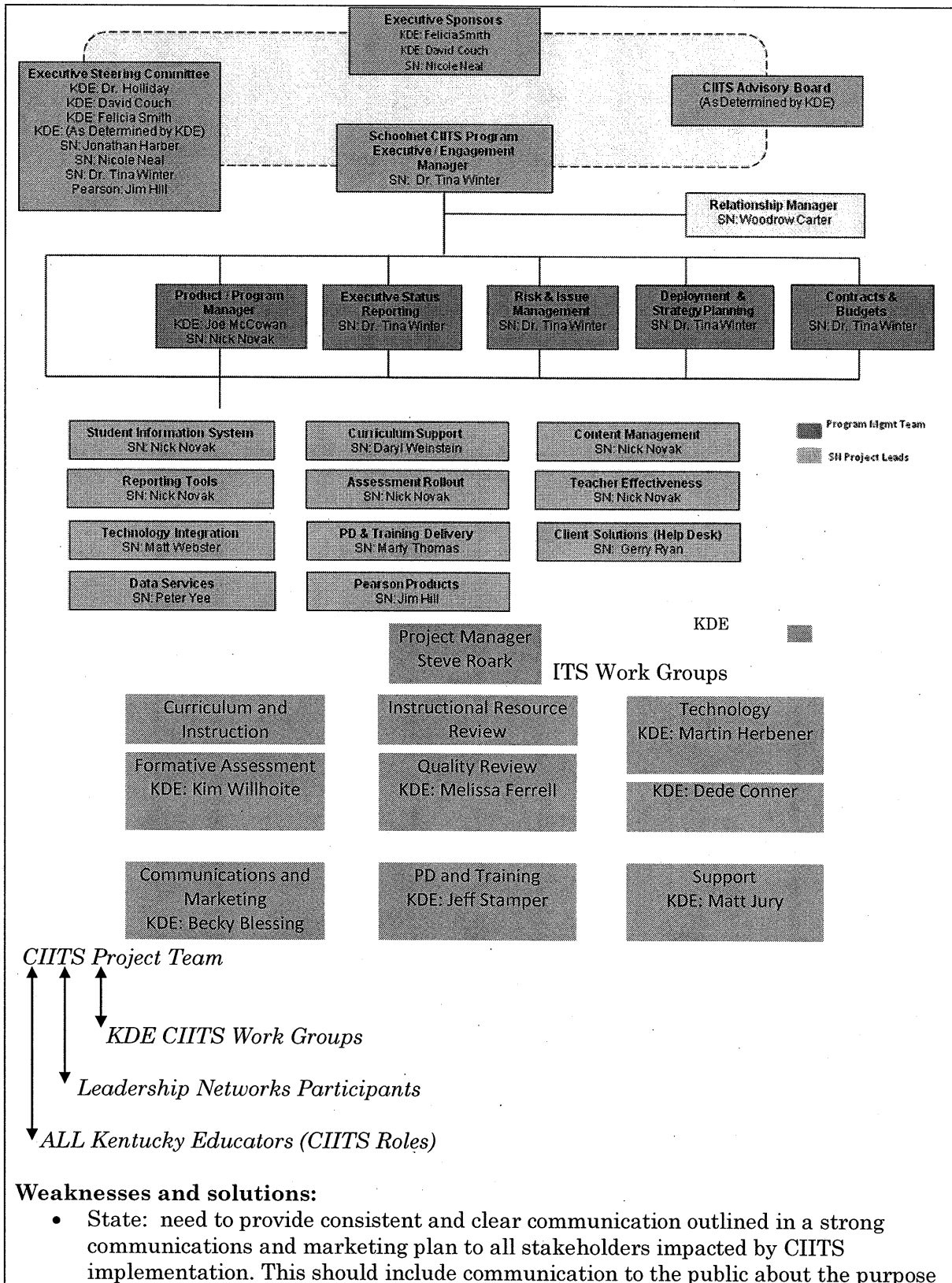
the state level.

- A comprehensive training plan will be developed, and the number of participants participating in each training opportunity will be tracked.

Delivery Chain-Graphics (e.g., circle, line, project org charts, KDE/SN)
 What groups and/or individuals are involved in implementing this strategy?



KDE:OC:kd 010612



KDE:OC:kd 010612

of CIITS targeted access.

- State: need to ensure data quality to consistently provide access to accurate data as defined by agency data governance for authoritative source information.
- State: some system issues exist to ensure data privacy and security demands are being met and CIITS can provide settings and permissions to meet protection requirements (e.g., AUP, NDA, FERPA).
- Region, district, school: weak systemic planning in providing information about additional support/training and the use of CIITS targeted to impact all classroom teachers directly. a clearly defined statewide support plan is developed for all who have questions or need assistance if needed.
- State, region, district and school: a variety of training and professional growth and learning opportunities must be available to support the teaching and learning process for all educators. A comprehensive training and PD plan is developed and coordinated with state-, regional-, district- and school-level support (along with vendor support).
- School: users must continue to access CIITS, learn about how to use the new system to improve teaching and learning and provide feedback on how this system meets their needs. Feedback will be maintained by leadership groups, project teams and vendor support, and this feedback will be analyzed in order to make system changes and modifications. A change control process, along with a strong system operator control process, will be in place to adequately organize all adjustments accordingly.

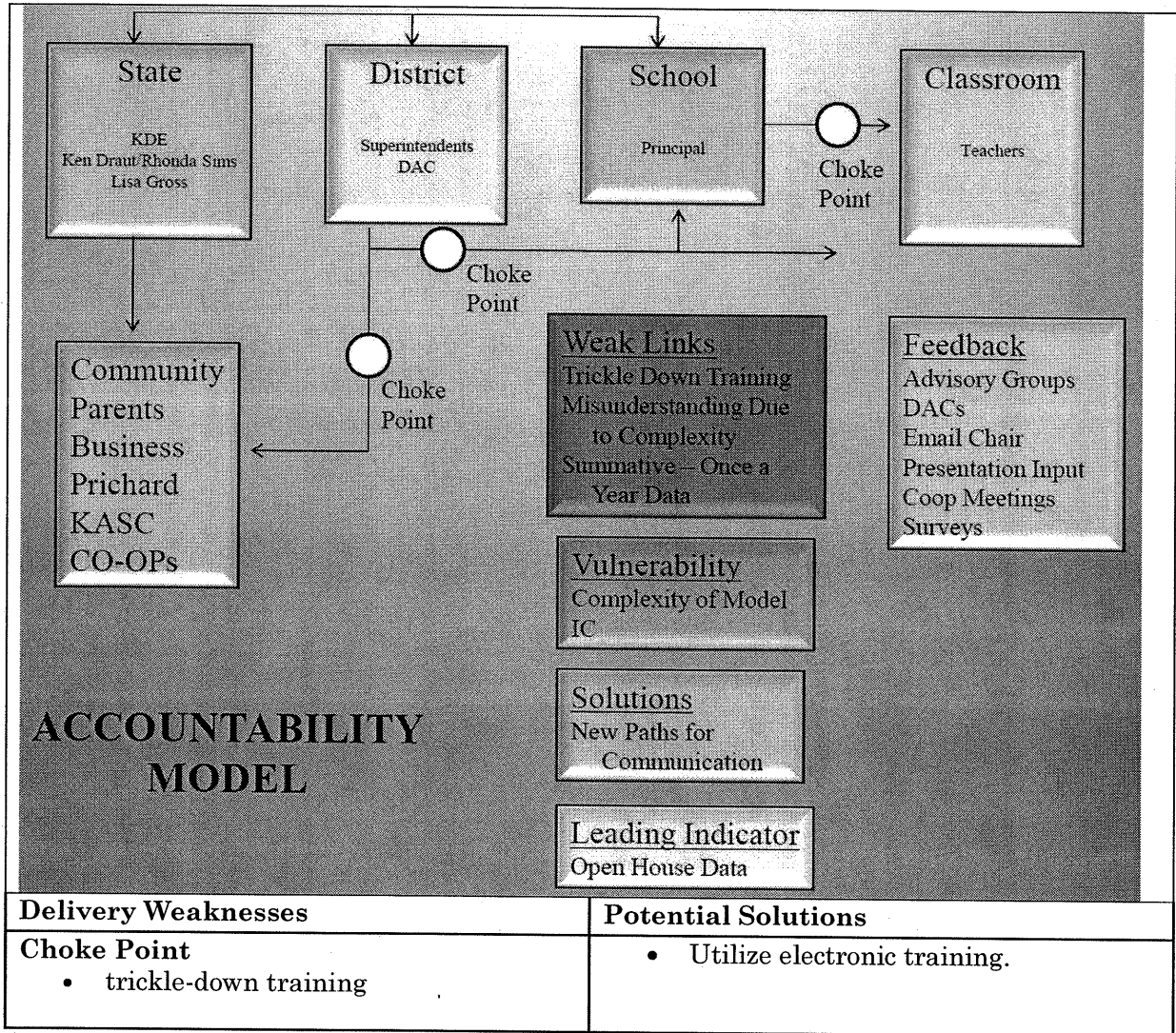
KDE:OC:kd 010612

Strategy 3: New Accountability Model	
<p>Description (Theory of Action and Brief Description)</p>	<p>IF Kentucky's schools and districts are held accountable for increasing proficiency, graduation rates and college/career readiness (CCR) rates, as they have not been in the past, and IF this accountability uses a balanced approach organized around the KBE's four strategic priorities and incorporating all aspects of school and district work, THEN schools and districts will focus on student data from the state-required assessments administered in grades 3-12 to drive local strategies for engaging students in learning experiences that will lead to increases in proficiency, graduation rates and meeting CCR benchmarks.</p> <p>Kentucky's proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the KBE's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems, and next-generation schools/districts. The strategic priority most relevant to this delivery plan is the next-generation learners component. Achievement (proficiency), gap, growth, readiness and graduation rate are categories within this component. The focus is on student data from the state-required assessments administered in grades 3-12 (See appendix B, New Accountability Model.).</p>
<p>Activities & Timeline for Implementation</p>	<p>Activities</p> <ul style="list-style-type: none"> • Develop a prototype for the new accountability model. • Meet with stakeholder and advisory groups to gain input. • Post RFP and select assessments for the new accountability model. • Present information to the commissioner and KBE. • Finalize Next-Generation Learners component for accountability model. • Set cut scores for proficiency with stakeholder input. <p>Timeline</p> <p>Fall/Spring 2010-11</p> <ul style="list-style-type: none"> • Design and gather feedback on Next-Generation Learner component. <p>Winter 2011</p> <ul style="list-style-type: none"> • Release and score RFP for end-of-course assessments and related assessments for grades 3-8. <p>Spring 2011</p> <ul style="list-style-type: none"> • Present regulations to KBE. <p>Summer 2011</p> <ul style="list-style-type: none"> • Finalize regulations with KBE and disseminate broadly to stakeholders.

KDE:OC:kd 010612

	<p>Spring 2012</p> <ul style="list-style-type: none"> • first administration of new assessment and accountability model <p>Summer 2012</p> <ul style="list-style-type: none"> • Set cut points for proficiency for accountability model. <p>Fall 2012</p> <ul style="list-style-type: none"> • Communicate cut points with KBE and stakeholder groups. 																																																								
<p>Annual Impact on Indicators (trajectory) What are the goal numbers for each year?</p>	<p>Additional Students Table</p> <table border="1" data-bbox="459 611 1395 751"> <thead> <tr> <th>Elementary</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>----</td> <td>----</td> <td>380</td> <td>759</td> <td>759</td> <td>1,898</td> </tr> <tr> <td>Writing</td> <td>----</td> <td>----</td> <td>380</td> <td>759</td> <td>759</td> <td>1,898</td> </tr> <tr> <td>Mathematics</td> <td>----</td> <td>----</td> <td>380</td> <td>759</td> <td>759</td> <td>1,898</td> </tr> </tbody> </table> <table border="1" data-bbox="459 783 1395 919"> <thead> <tr> <th>Middle</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>----</td> <td>----</td> <td>368</td> <td>737</td> <td>737</td> <td>1,842</td> </tr> <tr> <td>Writing</td> <td>----</td> <td>----</td> <td>368</td> <td>737</td> <td>737</td> <td>1,842</td> </tr> <tr> <td>Mathematics</td> <td>----</td> <td>----</td> <td>368</td> <td>737</td> <td>737</td> <td>1,842</td> </tr> </tbody> </table>	Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	----	----	380	759	759	1,898	Writing	----	----	380	759	759	1,898	Mathematics	----	----	380	759	759	1,898	Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	----	----	368	737	737	1,842	Writing	----	----	368	737	737	1,842	Mathematics	----	----	368	737	737	1,842
Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																																			
Reading	----	----	380	759	759	1,898																																																			
Writing	----	----	380	759	759	1,898																																																			
Mathematics	----	----	380	759	759	1,898																																																			
Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																																			
Reading	----	----	368	737	737	1,842																																																			
Writing	----	----	368	737	737	1,842																																																			
Mathematics	----	----	368	737	737	1,842																																																			
<p>Leading Indicators or Sub-Indicators to be Tracked (Delivery Chain)</p>	<p>Indicators for CCR</p> <ul style="list-style-type: none"> • Kentucky Performance Rating for Educational Progress (K-PREP) tests in reading, mathematics and writing 																																																								
<p>Resources and Support Available to Deliver on This Plan (Delivery Chain)</p>	<p>Funding available – we can handle the routine communications, but if we are to broaden, would need additional money.</p> <p>Funding needed:</p> <ul style="list-style-type: none"> • \$20,000 <p>Personnel available:</p> <ul style="list-style-type: none"> • Rhonda Sims and staff <p>Personnel needed:</p> <ul style="list-style-type: none"> • None 																																																								
<p>Delivery Chain</p>																																																									

KDE:OC:kd 010612



KDE:OC:kd 010612

Strategy: 4 KSI/RTI	
Description (Theory of Action and Brief Description)	<p>IF schools have access to assessment data necessary to make intervention decisions for students not achieving academic goals; IF schools analyze assessment data; IF schools use the data to align evidence-based interventions to student needs as identified by the data; and IF schools implement academic interventions with fidelity, THEN students will be successful in achieving academic goals and reaching proficiency.</p> <p><u>Kentucky System of Interventions (KSI)</u> Local Education Agencies (LEAs) will utilize the Kentucky System of Interventions (KSI) as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement.</p> <p>KSI is a framework for providing systematic, comprehensive services to address academic needs for all students preschool through grade 12. KDE established KSI to assist schools and districts as they develop a comprehensive instructional system, integrating human, physical and financial resources and materials. This comprehensive system addresses Response to Intervention (RtI), accelerated learning, closing achievement gaps, highly effective instruction, readiness to learn and student transitions.</p> <p>KSI will have an impact on the proficiency goals by improving teaching and learning as teachers collect and use data (e.g., universal screeners, ongoing progress monitoring, student goal-setting) to adjust instruction and provide targeted interventions as needed to intentionally meet the needs and increase the rate of learning of individual learners, and to ensure that all students are ready for college/career.</p>
Activities & Timeline for Implementation	<p><u>SY 2010-11</u></p> <ul style="list-style-type: none"> • Developed Guidance SY 10-11 (KSI). • Provided ongoing technical assistance/training (KSI). • Identified model KSI sites to include in Promising Practices Toolkit. <p><u>SY 2011-12</u></p> <ul style="list-style-type: none"> • Disseminate Kentucky System of Intervention (KSI) Guidance. • Developed training materials aligned to KSI Guidance, including face-to-face materials, as well as webinar (recorded) materials. • Provided ongoing technical assistance/training (KSI). • Identified model KSI sites to include in Promising Practices Toolkit. • Present KSI training at statewide conferences as opportunity and access allows. <p><i>Academic and Behavioral Response to Intervention (ABRI) Project, UofL</i></p>

KDE:OC:kd 010612

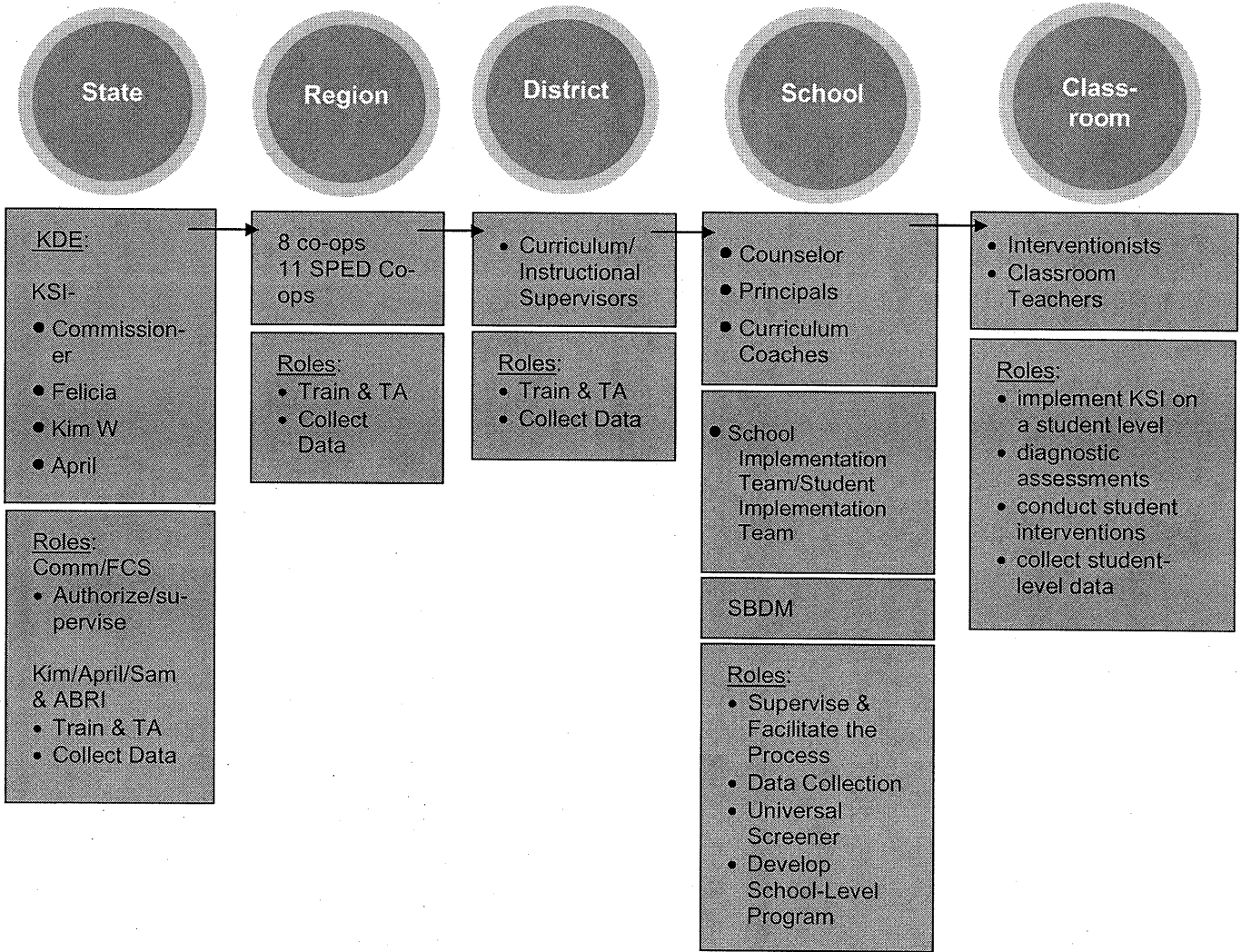
	<p>In order to facilitate districts' effective collection and use of data, KDE will expand its partnership with ABRI to identify 8-10 pilot schools.</p> <ul style="list-style-type: none"> • Eight to 10 pilot schools identified. • KDE will work with ABRI to implement KSI process in pilot schools. • ABRI will provide onsite guidance and technical assistance, and collect data. • ABRI will provide data to KDE, including an initial analysis of the data. <p><u>SY 2012-13</u></p> <ul style="list-style-type: none"> • Continue partnership with ABRI. • KDE will train the educational cooperatives regarding the overall process of KSI in order to replicate KSI training statewide. • Present KSI training at statewide conferences as opportunity and access allows. <p><u>SY 2013-14</u></p> <ul style="list-style-type: none"> • Continue partnership with ABRI. • Continue refinement of KSI training for educational cooperatives and replication of KSI training statewide. • Present KSI training at statewide conferences as opportunity and access allows. <p><u>SY 2014-15</u></p> <ul style="list-style-type: none"> • Continue partnership with ABRI. • Continue refinement of KSI training for educational cooperatives and replication of KSI training statewide. 																																																								
<p>Annual Impact on Indicators (Trajectory) What are the goal numbers for each year?</p>	<p>Additional Students Table</p> <table border="1" data-bbox="435 1310 1370 1472"> <thead> <tr> <th>Elementary</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>380</td> <td>380</td> <td>759</td> <td>759</td> <td>1,139</td> <td>3,037</td> </tr> <tr> <td>Writing</td> <td>380</td> <td>380</td> <td>759</td> <td>759</td> <td>1,139</td> <td>3,037</td> </tr> <tr> <td>Mathematics</td> <td>380</td> <td>380</td> <td>759</td> <td>759</td> <td>1,139</td> <td>3,037</td> </tr> </tbody> </table> <table border="1" data-bbox="435 1507 1370 1671"> <thead> <tr> <th>Middle</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>368</td> <td>368</td> <td>737</td> <td>737</td> <td>1,105</td> <td>2,948</td> </tr> <tr> <td>Writing</td> <td>368</td> <td>368</td> <td>737</td> <td>737</td> <td>1,105</td> <td>2,948</td> </tr> <tr> <td>Mathematics</td> <td>368</td> <td>368</td> <td>737</td> <td>737</td> <td>1,105</td> <td>2,948</td> </tr> </tbody> </table>	Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	380	380	759	759	1,139	3,037	Writing	380	380	759	759	1,139	3,037	Mathematics	380	380	759	759	1,139	3,037	Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	368	368	737	737	1,105	2,948	Writing	368	368	737	737	1,105	2,948	Mathematics	368	368	737	737	1,105	2,948
Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																																			
Reading	380	380	759	759	1,139	3,037																																																			
Writing	380	380	759	759	1,139	3,037																																																			
Mathematics	380	380	759	759	1,139	3,037																																																			
Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total																																																			
Reading	368	368	737	737	1,105	2,948																																																			
Writing	368	368	737	737	1,105	2,948																																																			
Mathematics	368	368	737	737	1,105	2,948																																																			
<p>Leading Indicators or Sub-Indicators to be Tracked (Delivery)</p>	<ul style="list-style-type: none"> • If we "scale up" our partnership with ABRI, the group can provide a "school screener" that allows provision of a baseline score for a school, allowing gradual measurement of progress as that school moves further into its KSI implementation. • ABRI already tracks academic and behavioral data for LEAs and 																																																								

KDE:OC:kd 010612

Chain)	publishes these reports monthly to show student progress as KSI is implemented.
Resources and Support Available to Deliver on This Plan (Delivery Chain)	<p><i>Funding Available:</i></p> <ul style="list-style-type: none"> • \$0 <p><i>Funding Needed:</i></p> <ul style="list-style-type: none"> • travel-training for conferences and for identification of model sites -- \$7,000 • print material and presentation supplies -- \$1,000 <p>(Has this funding been requested? No. When is it needed? Immediately. What happens if we don't receive it? Limits ability to identify/verify model sites; limits scope of training.)</p> <p><i>Personnel Available:</i></p> <ul style="list-style-type: none"> • Kim Willhoite • April Pieper • Samantha Thomas <p><i>External Resources:</i></p> <ul style="list-style-type: none"> • ABRI • Eight Educational Cooperatives • 11 Special Education Cooperatives

KDE:OC:kd 010612

Delivery Chain



KDE:OC:kd 010612

Complexity:

- Relationship with Cooperatives (Do we have the ability to direct their work? To require them to train?)
- Relationship with ABRI (Can we enlarge that work? Direct or re-direct the work? Can the work change if we need it to?)
- How do we measure/monitor KSI work across the state (outside of ABRI's assistance)?
- KSI is not a legislative mandate, although interventions are legislated in specific situations (e.g., beginning of 5th grade, after EPAS assessments). Could it be legislated? (Extended School Services [ESS] is legislated -- each school must offer some sort of ESS program. ESS is very outdated, and very little program guidance beyond legislative compliance is given. In the best interest of student achievement, could KSI take the place of ESS services or at least be the guidance for ESS services?)

Funding Flows:

Current Budget

- No funding specified at KDE for KSI.

Budget Needed

- travel for training for conferences and for identification of model sites -- \$7,000
- print material and presentation supplies -- \$1,000
- money for ABRI to scale up work -- ????

Risks:

- Is there now too much information going through the co-ops to provide training? Though this potential may exist, it is based on co-op perception and difficult to determine yet from the SEA perspective.
- ABRI's capacity and ability to expand -- would need to identify another source of valid and reliable data.
- Need a clear, consistent message around KSI.
- Currently so many major KDE initiatives in play that this one may easily get "placed on a back burner." After training co-ops this spring and summer, this may alleviate part of this concern. This is not entirely new. Most districts understand they need to be doing "RtI;" we are helping to refine the process and problem-solve.
- KDE staff turnover -- lack of capacity building within the department and staff taking their expertise with them when they leave (i.e., MOAs). More deliberate and intentional expectations are needed that staff share knowledge and expertise.
- This training needs to occur in teacher preparation programs, before teachers enter the classroom for the first time. Do we have a venue for this? It is hoped that our growing partnership with the Council on Postsecondary Education and institutions of higher education will facilitate pre-service programs producing teachers ready to teach a wide range of students on day one. Additionally, we will continue to explore more opportunities to raise awareness of the importance of this initiative.

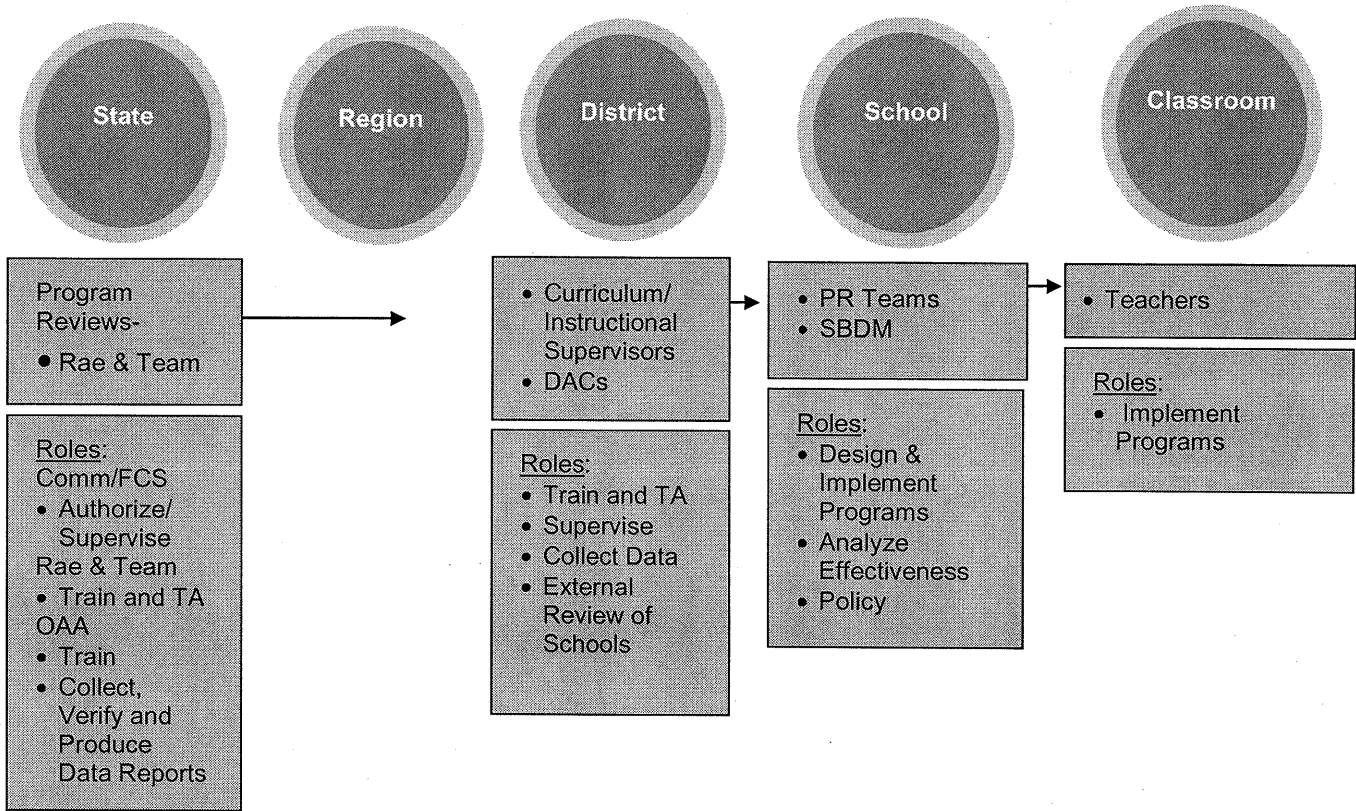
KDE:OC:kd 010612

Strategy 5: Collection & Use of Data for School Improvement	
<p>Description (Theory of Action and Brief Description)</p>	<p>IF schools engage in a thorough review of their program(s); IF schools identify areas of program improvement; IF schools adjust programs based on improvement plan; and IF evidence indicates improved student learning, THEN schools will have proficient programs.</p> <p>Program reviews were developed to help LEAs improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.</p> <p>Though Program Reviews are not intended to be student-level evaluations, evidence tied to student learning must be part of the LEA review in order to justify the LEA's self-assessment of its programs. The LEA's review of its programs should be an ongoing, year-round, reflective process that involves careful review of programs to identify strengths and target areas for improvement. Thus, the Program Reviews are critical and will have an impact on the goals by helping LEAs analyze the components of their instructional programs for the purpose of improving teaching, learning and student achievement.</p> <p>For example, it is expected that the Program Reviews will inform and facilitate an LEA's understanding of and ability to develop programs that address critical components of student learning, such as student creativity and the skills necessary to make healthy choices and, thereby, increase student engagement in learning. The Program Reviews also will have a direct impact on writing instruction by intentionally highlighting the importance of writing across all content areas. It is expected that the Program Reviews will have an indirect impact on reading.</p>
<p>Activities & Timeline for Implementation</p>	<p><u>SY 2010-11</u></p> <ul style="list-style-type: none"> • Identify pilot districts. • Provide technical assistance to LEAs over the course of implementation. <p><u>SY 2011-12</u></p> <ul style="list-style-type: none"> • Monitor LEAs' implementation of Program Review. • Review LEAs (every school/every two years). • Develop K-3 Program Review. • Continue training/technical assistance. <p><u>SY 2012-13, 2013-14, 2014-15</u></p> <ul style="list-style-type: none"> • Review LEAs (every school/every two years). • Continue training/technical assistance. • Identify model sites to include in Promising Practices Toolkit.

KDE:OC:kd 010612

	<i>*Program Reviews Timeline of Activities is completed and referenced in the KDE Strategic Plan.</i>																												
Annual Impact on Indicators (Trajectory) What are the goal numbers for each year?	Additional Students Table																												
	<table border="1"> <thead> <tr> <th>Elementary</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>---</td> <td>380</td> <td>380</td> <td>380</td> <td>759</td> <td>1,898</td> </tr> <tr> <td>Writing</td> <td>---</td> <td>380</td> <td>759</td> <td>987</td> <td>1,139</td> <td>3,265</td> </tr> <tr> <td>Mathematics</td> <td>---</td> <td>380</td> <td>380</td> <td>380</td> <td>759</td> <td>1,898</td> </tr> </tbody> </table>	Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	---	380	380	380	759	1,898	Writing	---	380	759	987	1,139	3,265	Mathematics	---	380	380	380	759	1,898
	Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total																						
	Reading	---	380	380	380	759	1,898																						
	Writing	---	380	759	987	1,139	3,265																						
	Mathematics	---	380	380	380	759	1,898																						
<table border="1"> <thead> <tr> <th>Middle</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>---</td> <td>368</td> <td>368</td> <td>368</td> <td>737</td> <td>1,842</td> </tr> <tr> <td>Writing</td> <td>---</td> <td>368</td> <td>737</td> <td>958</td> <td>1,105</td> <td>3,169</td> </tr> <tr> <td>Mathematics</td> <td>---</td> <td>368</td> <td>368</td> <td>368</td> <td>737</td> <td>1,842</td> </tr> </tbody> </table>	Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total	Reading	---	368	368	368	737	1,842	Writing	---	368	737	958	1,105	3,169	Mathematics	---	368	368	368	737	1,842	
Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total																							
Reading	---	368	368	368	737	1,842																							
Writing	---	368	737	958	1,105	3,169																							
Mathematics	---	368	368	368	737	1,842																							
Leading Indicators or Sub-Indicators to be Tracked (Delivery Chain)	<ul style="list-style-type: none"> • access to school self-assessment results yearly • audit results from selected districts 																												
Resources and Support Available to Deliver on this Plan (Delivery Chain)	<p><i>Funding Available:</i></p> <ul style="list-style-type: none"> • Program Reviews have funding. <p><i>Personnel Available:</i></p> <ul style="list-style-type: none"> • Rae McEntyre • Robert Duncan • Jamie Sparks • Stephanie Bunge • Matt Chaliff • Leslie Slaughter <p><i>External Resources:</i></p> <ul style="list-style-type: none"> • KASC • other professional organizations (e.g., KACTE, Arts Coalition,) 																												
Delivery Chain																													

KDE:OC:kd 010612



- Constant changes to Program Review process are confusing.
- Adherence to legislation vs. funding availability is an issue.
- Districts are waiting on the Program Review process to actually become a part of accountability, which may delay our impact timeline.
- Potential of being a compliance vs. being an outcome issue.

Funding Flows:

- Funding is available.

Choke Points:

- There are too many constant changes to the Program Review message.
- Currently, so many major KDE initiatives are in play that this one may easily get “placed on a back burner” or not be well-developed in a rush to meet compliance legislation.
- Staff turnover is an issue -- lack of capacity building within the department and staff taking their expertise with them when they leave (i.e. ,MOAs).

KDE:OC:kd 010612

Strategy 6: Literacy Initiative	
<p>Description (Theory of Action and Brief Description)</p>	<p>IF broader ownership of literacy by staff in districts/schools and early childhood education providers is developed with support in a shared understanding of literacy planning; IF districts/schools/early childhood education providers align literacy practices in an interdependent system of literacy related ongoing professional development for new and experienced administrators and educators (birth-12); and IF administrators and educators (birth-12) implement a comprehensive and cohesive framework of literacy instruction that includes targeted interventions, then the best literacy outcomes for Kentucky's students beginning at birth through 12th grade will be achieved.</p> <p>To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking. According to Meltzer and Ziemba (2006), a literate student is "one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn content; who can use those skills to communicate what he or she learned, and who can transfer that learning to new situations (22)."</p> <p>To impact proficiency in literacy, KDE will develop and provide professional development, targeted interventions and support in literacy planning to Kentucky school districts as described in the activities and timeline. While the activities below are specific to KDE implementation, there are other activities with collaborative partners that impact this strategy. They are explained in the "Additional Projects Supporting work" section.</p>
<p>Strategic Plan Specific Reference</p>	<p>New Standards & Assessment</p> <p>Target goal 2. KCAS in all subject areas are developed, adopted and implemented.</p> <p>Strategy 4 Enhance literacy instruction to improve student achievement.</p>
<p>Stakeholders</p>	<p>Who are the relevant stakeholders, and how will you engage with them?</p> <ul style="list-style-type: none"> • KDE content staff • KDE cross-functional teams • regional content specialists • special education co-op consultants • districts • IHE partners

KDE:OC:kd 010612

	<ul style="list-style-type: none"> • Collaborative Center for Literacy Development/Kentucky Reading Projects • Kentucky Writing Projects • Education Professional Standards Board • Literacy teams (including a broad range of stakeholders such as parents, business/community, childcare providers, teachers) • Advisory groups — RTA Steering Committee; Writing Program Advisory; State Literacy Team • public libraries 														
<p>Activities & Timeline for Implementation</p>	<p><u>Professional Development</u></p> <table border="1" data-bbox="446 682 1382 1829"> <tr> <td data-bbox="446 682 706 997"> <p>August 2011 - July 2013</p> </td> <td data-bbox="711 682 1382 997"> <p>Implement the Literacy Design Collaborative (LDC) framework through the Teacher Leadership Networks to address rigorous implementation of the Common Core State Standards/Kentucky Core Academic Standards in English/LA and content areas, leading to more proficient students who are college- and career-ready.</p> </td> </tr> <tr> <td data-bbox="446 1003 706 1165"> <p>September 2011 - June 2012</p> </td> <td data-bbox="711 1003 1382 1165"> <p>Provide a monthly webinar series for educators focused on standards implementation (topics such as text complexity, academic vocabulary, questioning).</p> </td> </tr> <tr> <td data-bbox="446 1171 706 1291"> <p>Spring 2012</p> </td> <td data-bbox="711 1171 1382 1291"> <p>Promote KET modules on Effective Writing Instruction for K-8 teachers (one for K-8, two for elementary and two for middle)</p> </td> </tr> <tr> <td data-bbox="446 1297 706 1438"> <p>2011-2012</p> </td> <td data-bbox="711 1297 1382 1438"> <p>Support Professional Learning Communities of Practice (online) for teachers of English language learners (ELLs).</p> </td> </tr> <tr> <td data-bbox="446 1444 706 1585"> <p>2011-2013</p> </td> <td data-bbox="711 1444 1382 1585"> <p>Provide Effective Writing Instruction support for <u>targeted districts in each region</u>, in collaboration with Kentucky Writing Projects.</p> </td> </tr> <tr> <td data-bbox="446 1591 706 1753"> <p>2011-2012</p> </td> <td data-bbox="711 1591 1382 1753"> <p>Support Literacy in the Content Areas workgroup to develop model units, lessons and resources, aligned to the standards, for sharing in CIITS.</p> </td> </tr> <tr> <td data-bbox="446 1759 706 1829"> <p>2011</p> </td> <td data-bbox="711 1759 1382 1829"> <p>Repurpose the Literacy in the Content Areas webinars (Dr. Cynthia Shanahan) used in the</p> </td> </tr> </table>	<p>August 2011 - July 2013</p>	<p>Implement the Literacy Design Collaborative (LDC) framework through the Teacher Leadership Networks to address rigorous implementation of the Common Core State Standards/Kentucky Core Academic Standards in English/LA and content areas, leading to more proficient students who are college- and career-ready.</p>	<p>September 2011 - June 2012</p>	<p>Provide a monthly webinar series for educators focused on standards implementation (topics such as text complexity, academic vocabulary, questioning).</p>	<p>Spring 2012</p>	<p>Promote KET modules on Effective Writing Instruction for K-8 teachers (one for K-8, two for elementary and two for middle)</p>	<p>2011-2012</p>	<p>Support Professional Learning Communities of Practice (online) for teachers of English language learners (ELLs).</p>	<p>2011-2013</p>	<p>Provide Effective Writing Instruction support for <u>targeted districts in each region</u>, in collaboration with Kentucky Writing Projects.</p>	<p>2011-2012</p>	<p>Support Literacy in the Content Areas workgroup to develop model units, lessons and resources, aligned to the standards, for sharing in CIITS.</p>	<p>2011</p>	<p>Repurpose the Literacy in the Content Areas webinars (Dr. Cynthia Shanahan) used in the</p>
<p>August 2011 - July 2013</p>	<p>Implement the Literacy Design Collaborative (LDC) framework through the Teacher Leadership Networks to address rigorous implementation of the Common Core State Standards/Kentucky Core Academic Standards in English/LA and content areas, leading to more proficient students who are college- and career-ready.</p>														
<p>September 2011 - June 2012</p>	<p>Provide a monthly webinar series for educators focused on standards implementation (topics such as text complexity, academic vocabulary, questioning).</p>														
<p>Spring 2012</p>	<p>Promote KET modules on Effective Writing Instruction for K-8 teachers (one for K-8, two for elementary and two for middle)</p>														
<p>2011-2012</p>	<p>Support Professional Learning Communities of Practice (online) for teachers of English language learners (ELLs).</p>														
<p>2011-2013</p>	<p>Provide Effective Writing Instruction support for <u>targeted districts in each region</u>, in collaboration with Kentucky Writing Projects.</p>														
<p>2011-2012</p>	<p>Support Literacy in the Content Areas workgroup to develop model units, lessons and resources, aligned to the standards, for sharing in CIITS.</p>														
<p>2011</p>	<p>Repurpose the Literacy in the Content Areas webinars (Dr. Cynthia Shanahan) used in the</p>														

KDE:OC:kd 010612

	<p>July 2011 - August 2012</p> <p>June 2011 - July 2014</p>	<p>transitional course by creating a webpage of resources, the PowerPoints with notes, and the archived webinars.</p> <p>Work with the Education Professional Standards Board and institutions of higher education in revising teacher preparation programs, targeting literacy instruction and content/discipline specific literacy to improve instruction and learning opportunities for students. Use Teaching, Empowering, Leading and Learning (TELL) survey data and KTIP new teacher survey data to set baseline data and inform instructional improvements that target literacy.</p> <p>Utilize the Model Curriculum Framework to provide technical assistance/professional development to districts focusing on instructional improvement by accessing and promoting elements of the Framework, such as the Partnership for 21st Century Skills to address instruction around the 4Cs (creativity, collaboration, critical thinking and communication) and the various literacies of the P-21 framework.</p>
<p><u>Targeted Interventions</u></p>		
	<p>July 2011 - July 2013</p> <p>2011-2015</p>	<p>Provide professional learning opportunities on Kentucky Cognitive Literacy Model (KLCM), the components of which are project-based learning, instructional strategies for learning, motivation and engagement, and communication skills, to address effective literacy instructional practices, targeting School Improvement Grant schools. Approximately 18 districts are participating in 2011-12 training; set goal to add additional 20 districts each year.</p> <p>Provide professional development support to Read to Achieve teachers on effective interventions for primary students to impact</p>

KDE:OC:kd 010612

	<p>grades 3-8 reading proficiency rates</p> <p>Support and promote Summer Reading Programs at local Kentucky public libraries in order to provide opportunities for students to maintain reading skills during summer vacation. Kentucky's public libraries partner with the KDE to provide tools to assist in summer reading selections.</p>																																										
	<p><u>Literacy Planning</u></p> <table border="1"> <tr> <td data-bbox="451 806 708 1297"> <p>June 2011 - July 2014</p> </td> <td data-bbox="708 806 1378 1297"> <p>Develop and disseminate resources to support literacy planning in schools:</p> <ul style="list-style-type: none"> • Literacy Central is an interactive resource for literacy planning and instruction, to ensure schools are identifying and addressing literacy learning needs of students and staff. • Identify and provide support for up to 10 Literacy Promising Practice sites to serve as models for implementation of comprehensive literacy plans. If awarded a Striving Readers Comprehensive Literacy grant, approximately 25 districts will be identified for scale-up. </td> </tr> </table>	<p>June 2011 - July 2014</p>	<p>Develop and disseminate resources to support literacy planning in schools:</p> <ul style="list-style-type: none"> • Literacy Central is an interactive resource for literacy planning and instruction, to ensure schools are identifying and addressing literacy learning needs of students and staff. • Identify and provide support for up to 10 Literacy Promising Practice sites to serve as models for implementation of comprehensive literacy plans. If awarded a Striving Readers Comprehensive Literacy grant, approximately 25 districts will be identified for scale-up. 																																								
<p>June 2011 - July 2014</p>	<p>Develop and disseminate resources to support literacy planning in schools:</p> <ul style="list-style-type: none"> • Literacy Central is an interactive resource for literacy planning and instruction, to ensure schools are identifying and addressing literacy learning needs of students and staff. • Identify and provide support for up to 10 Literacy Promising Practice sites to serve as models for implementation of comprehensive literacy plans. If awarded a Striving Readers Comprehensive Literacy grant, approximately 25 districts will be identified for scale-up. 																																										
<p>Annual Impact on Indicators (Trajectory) What are the goal numbers for each year?</p>	<p>Provide goal numbers for each year and rationale for trajectory.</p> <p><u>LDC through Leadership Networks:</u></p> <table border="1"> <thead> <tr> <th>EL</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>750</td> <td>750</td> <td>750</td> <td>750</td> <td>3,750 (2.5%)</td> </tr> <tr> <td></td> <td>L</td> <td>L</td> <td>L</td> <td>L</td> <td>L</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>MS</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>730</td> <td>730</td> <td>1,065</td> <td>1,095</td> <td>3,650 (2.5%)</td> </tr> <tr> <td></td> <td></td> <td>M</td> <td>M</td> <td>H</td> <td>H</td> <td></td> </tr> </tbody> </table>	EL	'10-11	'11-12	'12-13	'13-14	'14-15	TOTAL		0	750	750	750	750	3,750 (2.5%)		L	L	L	L	L		MS	'10-11	'11-12	'12-13	'13-14	'14-15	TOTAL		0	730	730	1,065	1,095	3,650 (2.5%)			M	M	H	H	
EL	'10-11	'11-12	'12-13	'13-14	'14-15	TOTAL																																					
	0	750	750	750	750	3,750 (2.5%)																																					
	L	L	L	L	L																																						
MS	'10-11	'11-12	'12-13	'13-14	'14-15	TOTAL																																					
	0	730	730	1,065	1,095	3,650 (2.5%)																																					
		M	M	H	H																																						

KDE:OC:kd 010612

	<p><u>KCLM</u></p> <table border="1" data-bbox="451 348 1365 453"> <thead> <tr> <th>MS</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td></td> <td>365</td> <td>365</td> <td>365</td> <td>365</td> <td>365</td> <td>1,825 (1.25%)</td> </tr> <tr> <td></td> <td>L</td> <td>L</td> <td>L</td> <td>L</td> <td>L</td> <td></td> </tr> </tbody> </table>	MS	'10-11	'11-12	'12-13	'13-14	'14-15	TOTAL		365	365	365	365	365	1,825 (1.25%)		L	L	L	L	L	
MS	'10-11	'11-12	'12-13	'13-14	'14-15	TOTAL																
	365	365	365	365	365	1,825 (1.25%)																
	L	L	L	L	L																	
<p>Leading Indicators or Sub-Indicators to be Tracked (Delivery Chain)</p>	<p>List indicators that will be tracked to determine if the strategy will deliver on the goal. Include frequency of measure.</p> <p>Feedback loops and frequency of that feedback</p> <p>Literacy Central Website -- Track activity in Literacy Central. Which resources are viewed most frequently? Get data midyear and end of year.</p> <p>Promising Practice Sites -- Ask sites to keep a log of inquiries/visits and responses. Reviewed quarterly to determine the effectiveness of the site in providing service to other schools. Develop and submit plans for posting in Literacy Central as resource for other schools.</p> <p>LDC framework -- May 2012, May 2013. Use common assignments and summative data on effectiveness, including end-of-course assessments.</p> <p>KLCM -- track reading and writing data on state assessments from participating schools. Track schools/class assessments such as MAP and ThinkLink.</p> <p>RTA -- teacher survey information is currently available. Revise survey to match PD needs/follow-up.</p> <p>EPSB -- Is there a way to gather information prior to KTIP experience or first job as to use of new standards in higher education instruction?</p> <p>KMCF -- Log inquiries from the field to KMCF contact at KDE (ongoing).</p> <ul style="list-style-type: none"> • Survey posted to KMCF webpage for feedback on implementation -- September, January, March/April. • Survey leadership network participants on use of KMCF in February 2012. • Review Network Content Specialists “logs” of anecdotal evidence of KMCF implementation in schools (monthly sample). • Meet with KMCF pilot districts in March 2012 to receive feedback on use of KMCF. <p>Summer Reading — how will we measure impact of this?</p>																					
<p>Resources and Support Available to</p>	<p>This would include personnel, funding, external resources. What is available, and what is needed?</p>																					

KDE:OC:kd 010612

<p>Deliver on This Plan <i>(Delivery Chain)</i></p>	<p>Needed — funding for Promising Practice Sites; funds to support KCLM professional development, funds for targeted writing strategy.</p> <p>Available — Gates funding for LDC professional development on standards and literacy instruction; RTA grant funds for RTA activities; SRCL literacy planning grant for PD activities; funds to CCLD/KRPs and KWPs for professional development (add amounts).</p> <p>Promising Practice Sites (up to eight sites @ \$100,000 per site per year = up to \$800,000) KCLM PD (\$6,000 per year) Targeted Writing Strategy (\$5000 per module x five modules = \$25,000)</p> <p>Content Area Workgroup -- \$11,500</p>
--	--

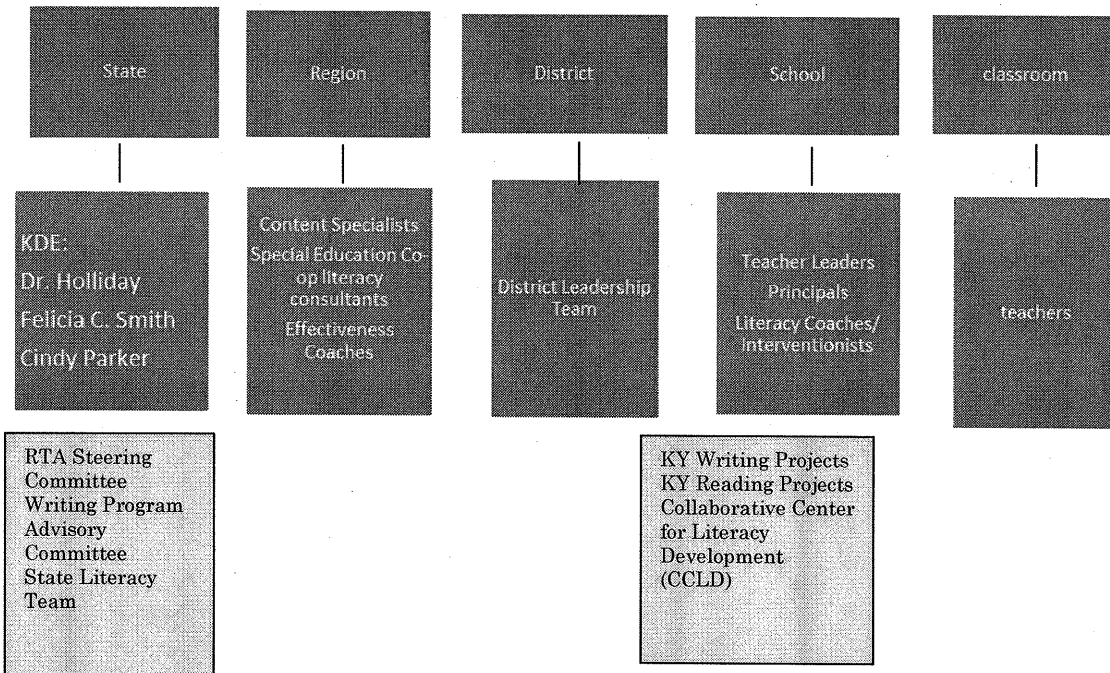
Delivery Chain

What groups and/or individuals are involved in implementing this strategy?

{Insert delivery chain picture}.

Identify relevant weaknesses and solutions.

{Insert delivery chain analysis worksheet}



Risks/Weaknesses:

- Lack of a clear delivery chain with principals. Consider roles/involvement of SBDMs.
- CCLD and KWPs/KRPs not being fully utilized. Consider more frequent collaboration/advisory meetings.

KDE:OC:kd 010612

- No coherent system of PD for literacy/instructional coaches/interventionists. Consider organizing and developing a cadre (with CCLD, KWPs/KRPS for PD).
- Not always delivering same/consistent message with stakeholders. Consider better communication/collaboration at state level; not being reactionary.
- Educators' frustrations/lack of clarity with KDE timelines of information/resources. Consider communication plan and developing ...???

Background section: Over the past year, KDE has worked with a State Literacy Team to develop Kentucky's literacy plan. Over the next year, this team, made up of literacy stakeholders, will collaborate with KDE in aligning and focusing literacy efforts across the state, leading to increased student proficiency in reading and writing. Additionally, to help students reach proficiency, KDE will utilize the Leadership Networks to identify schools with literacy or instructional coaches to develop a network for professional development, information and resource sharing, in order to reach more classrooms with effective literacy instructional practices.

Strategy 7: Math Initiative	
<p>Description (Theory of Action and Brief Description)</p>	<p>IF Kentucky districts and schools engage in self-assessment of their mathematics programs through analysis of data and create a plan based on this evaluation; IF the plan includes an emphasis on number and algebraic thinking in individual classrooms and ongoing professional development for K-8 administrators and educators; and IF K-8 teachers engage in highly effective teaching practices in implementing targeted interventions related to number and operations and algebraic thinking , THEN more students in grades K-8 will move toward proficiency in mathematics.</p> <p>The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal and symbolic aspects of number.</p> <p>The Math Leadership Network is a three-year initiative to provide systemic professional development as educators implement the KCAS. Building on the success of the first year of deconstructing standards, developing learning targets, producing planning and pacing guides, analyzing gaps, and identifying characteristics of highly effective teaching, the next two years of the Math Leadership Networks will include:</p> <ul style="list-style-type: none"> • designing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning

KDE:OC:kd 010612

	<ul style="list-style-type: none"> • planning rigorous and congruent learning experiences for instruction • populating an online repository for instructional resources (CIITS) <p>If we are to give more students the opportunity to become mathematically proficient, other professional development opportunities must be provided to support the work of the Math Leadership Networks.</p> <p>KDE will partner with important stakeholders, including the Kentucky Center for Mathematics (KCM), to provide teachers with intensive professional development in improving students' understanding of the three aspects of number (quantitative, verbal and symbolic). Focusing on the aspects of number in the context of the KCAS, teachers will receive training in building an in-depth understanding of Operations and Algebraic Thinking.</p> <p>To impact proficiency in mathematics, KDE will develop and provide professional development, targeted interventions and support in mathematics planning to Kentucky districts as described in the activities and timeline. While the activities below are specific to KDE implementation, there are other activities with collaborative partners that impact this strategy.</p>	
<p>Activities & Timeline for Implementation</p>	<p><u>Professional Development</u></p>	
	<p>June 2010 - August 2010</p>	<ul style="list-style-type: none"> ❖ KDE Math Content Specialists and Network Facilitators receive training and plan for 2010-11 network meetings.
	<p>June 2010 - July 2011</p> <p>Activities in bold will begin in July 2010 and continue at different levels during the second and third years of the Math Network.</p>	<ul style="list-style-type: none"> ❖ Leadership Networks begin meeting monthly, including teacher/school/district level leaders. <ul style="list-style-type: none"> ➤ Common Core Standards analysis ➤ analysis and deconstruction of Common Standards into teacher learning targets ➤ gap analysis activities ➤ planning and pacing guide activities ➤ guidance and models to support SIG schools ➤ Characteristics of Highly Effective Teaching ➤ training in CASL (Classroom Assessment for Student Learning) ➤ developing leadership capacity to network teachers to work with teachers in their districts ➤ designing/implementing high-quality formative and summative assessments

KDE:OC:kd 010612

	<p>August 2010 - July 2013</p> <p>Activities in bold will have sustained positive effect on student proficiency.</p> <p>Other activities will support reaching proficiency goals.</p>	<ul style="list-style-type: none"> ❖ In the first year of the networks, 700 mathematics teachers analyzed KCAS and will use targets during instruction throughout the first year of implementation and provide feedback to KDE on targets. Some teacher leaders have the opportunity to work with other teachers in their schools to implement the use of targets. ❖ 411 standards – teachers need more information related to standards (math content) and/or how to assess standards <i>(based on feedback from content network participants)</i>. ❖ 911 standards – emergency with the standard/instructional/assessment/support <i>(based on feedback from content network participants)</i>. During the first year of the Math Content Network meetings, Math Content Specialists and Facilitators begin to identify specific math content needs of participants. Resources and activities are identified to meet the content needs of participants during 2011-12 and 2012-13. ❖ District teams continue to share with regional content specialists “what is working” and “what is not working.” ❖ Resource repository that includes PD experiences with guidance (CIITS), podcasts and WebExes. ❖ Professional development coordinated with Kentucky Center for Mathematics.
	<p>September 2011 – June 2013</p>	<ul style="list-style-type: none"> ❖ Populate Continuous Instruction Improvement Technology System (CIITS) with instructional lessons, units, assessments and resources.
	<p>September 2011 - December 2011</p>	<ul style="list-style-type: none"> ❖ Math Teacher Leaders identify a teacher point of contact in each K-8 school. The teacher point of contact will help in disseminating information to colleagues related to the work of the networks. Frankfort-based consultants and Regional Content Specialists can use the points of contact to provide information quickly and efficiently.

	<p>September 2011 – July 2012</p>	<p>❖ 100% of network participants have received training and are implementing translating KCAS for mathematics into clear learning targets, developing understanding of assessment literacy (CASL) and characteristics of Highly Effective Teaching in the math classroom. All K-12 educators have had experiences with KCAS and learning experiences in August 2010 - July 2011, as described above.</p>
	<p>2012 - 2015</p>	<p>❖ Primary Program Review -- Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-3. Schools targeted to include KDE initiative and provide evidence in their primary Program Reviews. KCM resources can provide specific guidance to schools and districts.</p>
	<p>September 2011 - 2013</p>	<p>❖ Content Network Training will use Math Formative Assessment Lessons (FALs) and the formative assessment process. Network participants will be required to develop formative assessment lessons and tasks related to Operations and Algebraic Thinking (Gates Grant). All Kentucky educators will have been trained in developing, identifying, selecting and implementing FALs in K-12.</p>
	<p>September 2011 - July 2012</p>	<p>❖ Plan and design professional development for Aspects of Number through Operations and Algebraic Thinking for elementary and Ratio and Proportion, Expressions and Equations, and Number Systems for middle school with KDE Frankfort-based staff, regional content specialists and Kentucky Center for Mathematics.</p>
	<p>January 2012 - May 2015</p>	<p>❖ RFA for new Math and Science Partnership grants to focus on KDE Math Initiative.</p>
	<p>December 2012 - 2015</p>	<p>❖ Special Education Math Consultants – Develop modules for addition and subtraction, multiplication and division, and fractions. Begin face-to-face training with special education teachers one day a month for six hours. Training will cover all modules and take place during the 2011-12 school year. Trainings will continue beyond 2012.</p>

KDE:OC:kd 010612

	<p>January 2012 - July 2015</p>	<p>KDE/KCM – Training for Math Initiative begins.</p>
	<p>Spring 2012 - 2015</p>	<ul style="list-style-type: none"> ❖ School Comprehensive Improvement Plans include specific goals for Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-5 and Ratio and Proportion, Expressions and Equations, and Number Systems for grades 6-8.
	<p>July 2015</p>	<ul style="list-style-type: none"> ❖ Math Network Teacher Leaders will have completed three years of professional development and provided support and resources for teachers in their districts and schools.

KDE:OC:kd 010612

Targeted Interventions							
September 2011 - December 2011	Identify priority districts and schools based on data to target immediate and intensive support for KDE Math Initiative.						
2012 - 2015	<p>Seek additional funding to scale up KCM Math Intervention Teachers for Kentucky schools based on proven research and data that shows improvement in student's mathematics achievement.</p> <p>Seek additional funding and small group of pilot schools to implement KCM Math Recovery/Noticing Numeracy at the middle school level.</p> <p>Scale up Math Recovery-like professional development opportunities and support for highly effective diagnostic assessment and instruction at the elementary and middle school levels with limited or no funding resources.</p>						
Math Initiative Planning							
September 2011 - 2015	Develop and disseminate resources to support educators in developing Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-5 and Ratio and Proportion, Expressions and Equations, and Number Systems for grades 6-8 using CIITS and other appropriate technology.						
2012 - 2015	Identify and provide support for Regional Cadres of teachers of up to 20 teachers each at elementary and middle school levels in eight regions across the state. Scale up goal to add 20 more teachers at each level each year. Could be led by teacher leader participants to provide support for each other and other educators in their schools between meetings. Will continue beyond the end date of the networks.						
Annual Impact on Indicators (Trajectory) What are the goal numbers for each year?	Additional Students Table						
	Elementary	'10-11	'11-12	'12-13	'13-14	'14-15	Total
	Reading	---	---	---	---	---	---
	Writing	---	---	---	---	---	---
Mathematics	---	---	759	1,139	1,139	3,037	

KDE:OC:kd 010612

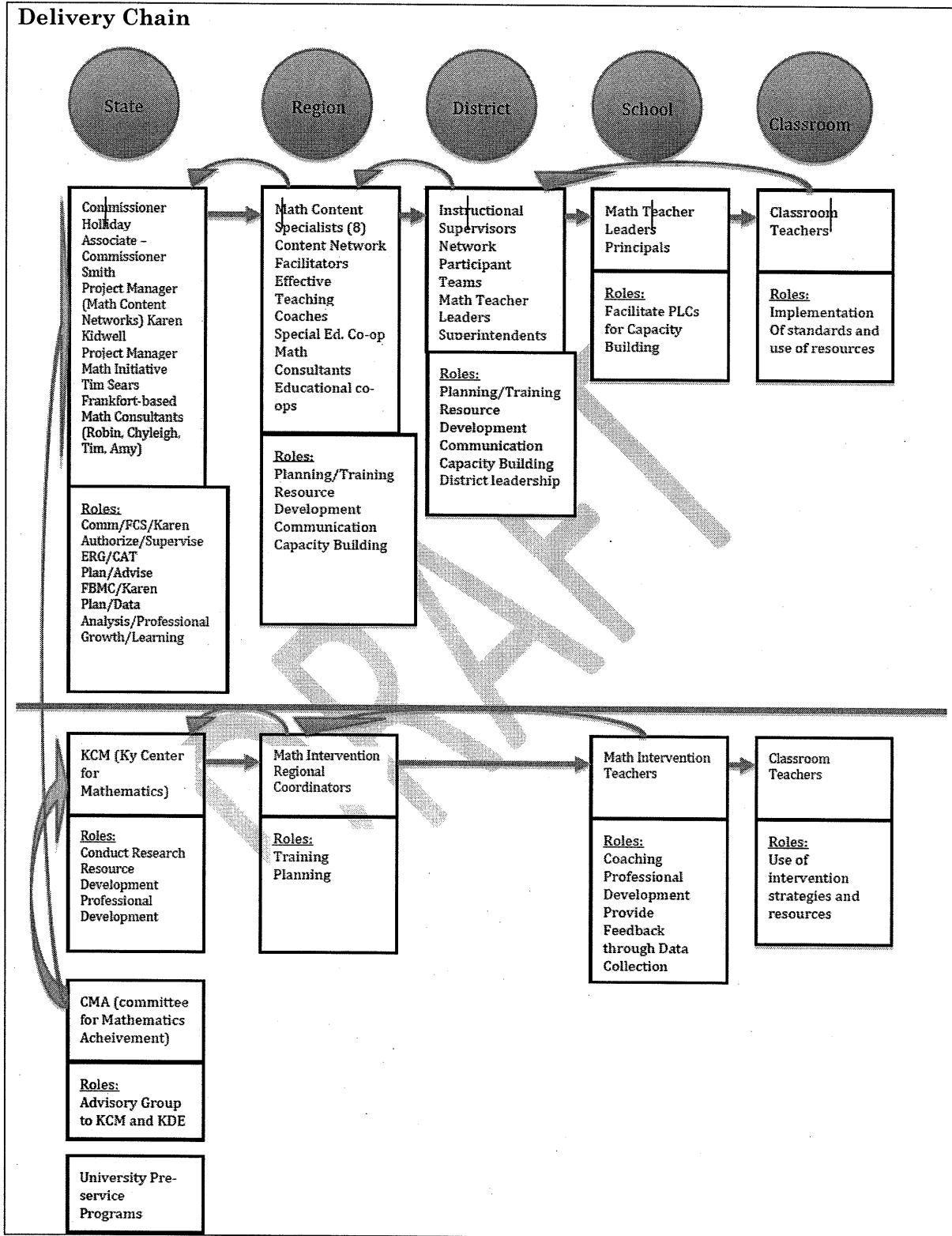
	Middle	'10-11	'11-12	'12-13	'13-14	'14-15	Total
	Reading	---	---	---	---	---	---
	Writing	---	---	---	---	---	---
	Mathematics	---	---	737	1,105	1,105	2,948
Leading Indicators or Sub-Indicators to be Tracked (Delivery Chain)	<p>List indicators that will be tracked to determine if the strategy will deliver on the goal. Include frequency of measure.</p> <p>Regional Content Specialists Logs: professional development and training % of districts and schools teams – monthly</p> <p>Advisory Core Team for Networks Project Manager (Networks) Karen Kidwell</p> <ul style="list-style-type: none"> ➤ KDE Consultants ➤ Regional Content Specialists <ul style="list-style-type: none"> ▪ District Teams ▪ School Teams <p>Surveys to district teams: % of teachers trained to teach depth of knowledge of content required by KCAS, to implement instructional strategies and to measure students using a balanced assessment system with the goal of improving student achievement in mathematics, grades K-8 aligned to KCAS – each semester.</p> <p>Advisory Core Team for Networks Project Manager (Networks) Karen Kidwell</p> <ul style="list-style-type: none"> ➤ KDE Consultants ➤ Regional Content Specialists <ul style="list-style-type: none"> ▪ District Teams ▪ School Teams <p>Collect assessment data and fidelity of implementation from schools with teachers involved in professional development for Aspects of Number through Operations and Algebraic Thinking for elementary and Ratio and Proportion, Expressions and Equations, Number Systems for middle school, yearly.</p> <p>Derive data from Kentucky Center for Mathematics regarding extent and number of teachers receiving professional development in numeracy and pedagogy. Review test scores from schools with MAF grants, yearly. Math Intervention teachers provide reports at least twice a year.</p> <p>Review assessment data from schools where teachers are involved in training of KCAS modules at the elementary level from Special Education Math Consultants, yearly. Show connections to KDE Math Initiative.</p> <p>Review K-PREP data, yearly. Correlate with targeted focus in Aspects of Number through Operations and Algebraic Thinking.</p>						

KDE:OC:kd 010612

	<p>Review EXPLORE assessment data, yearly.</p> <p>Collect monthly updates for teacher use of CIITS.</p> <p>Teacher Point of Contact — collect information yearly from Math Teacher Leaders and show correlation between activity of POC and improvement in student math achievement, school-wide implementation of KCAS.</p> <ul style="list-style-type: none"> ▪ Review a sampling of Primary Program Reviews, yearly. Make site visits to a sampling of schools for additional evidence, yearly.
<p>Resources and Support Available to Deliver on This Plan (Delivery Chain)</p>	<p>Math Leadership Network — funding is available for 2011-12 and 2012-13. Math Leadership Network will not have funding beyond 2013.</p> <p>KCM (How Much \$) TBD – funding has not increased for MAF grants. No new grants since 2008. For Math Intervention Teachers, more funding needed to scale up for more math intervention teachers. Data from KCM confirms improved student achievement in mathematics in schools with MITs. (Identify possible sources of funding.)</p> <p>Funding needed (How much \$) TBD for KDE-KCM Math Initiative (Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-5 and Ratio and Proportion, Expressions and Equations, and Number Systems for grades 6-8. (Identify possible sources of funding.)</p> <p>Special Education Co-op Math Specialists funding is year-to-year. Specialists have been funded for 2011-12.</p> <p>SIG (School Improvement Grants) -- three years</p> <p>MSP (Math Science Partnership) grants</p> <p>Activities with Collaborative Partners that impact the Math Initiative Strategy</p> <p>KCTM (Kentucky Council of Teachers of Mathematics) -- responsive to members' expressed needs using research-backed PD methods, pedagogical methods and math content.</p> <p>Educational Cooperatives — some of the educational cooperatives have math consultants and provide training for school districts.</p> <p>Postsecondary (Colleges and Universities) --“Noticing Numeracy</p>

KDE:OC:kd 010612

	Now” university cohort working with pre-service students in using student interviews and “noticing student thinking” to develop student mathematical proficiency.
--	---



KDE:OC:kd 010612

Math Initiative Potential Risks and Weaknesses Analysis – Potential Solutions?

Complexity

- Many groups affecting the primary line of delivery.
- Success of math initiative heavily dependent on Math Networks.

Work with secondary partners such as KCM, Special Education Cooperative Math Specialists and KCTM.

- Secondary groups are critical to the success of the math initiative.

Set up communication process to coordinate and collaborate with secondary partners as well as receiving feedback.

- Individual relationships from Network Facilitators to the district level to the classroom teacher affect communication and fidelity of implementation.

Improve communication and delivery of network content to Instructional Supervisor Leadership Network (ISLN) and improve contact and communication of teacher leaders with classroom teachers.

Funding Flows

- Primary Chain has sufficient funding at this time.
- Need funding for math initiative independent of Math Networks (set numeracy priorities, develop budget to determine amount of funding needed).
- Secondary Chain has insufficient funds for scaling up math intervention teachers and math coaches.

Identify sources of funding for Math Initiative outside of Math Networks.

Choke Points

- Communication and implementation breakdowns from the district level to the school and classroom teacher.
- Math Network Teacher Leaders not given the opportunity to work with classroom teachers at the district and school levels.
- Elementary teachers having to implement both English/language arts and math core academic standards.
- Math Network goals – specific teacher content knowledge and instructional strategies related to math initiative may not be addressed through networks.

KDE:OC:kd 010612

Use technology to provide professional development, disseminate resources and improve communication with all partners.

Provide professional development opportunities outside the Math Networks through KCM and other partners to improve teacher content knowledge and instructional strategies.

Regional Content Specialists now lead ISLN meetings to establish better relationships with district and school leadership and develop understanding of providing opportunities for Content Specialists to work with classroom teachers and for teacher leaders to work with other educators in their districts.

Strategy 8: School Readiness and Early Learning

Description
(Theory of Action and Brief Description)

IF schools/districts and early childhood providers collaborate to ensure all children experience effective transitions from birth to school entry; IF schools/districts appropriately assess all students with a common kindergarten entry assessment at school entry; and IF schools/districts and early childhood providers receive support through Leadership Networks; THEN, more students enter kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade.

School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Readiness Screener

When children enter school, kindergarten teachers want to know more about each child's skills and experiences. The more teachers know about the strengths and needs of children when they enter school, the better learning environments, instruction, supports and opportunities will be created and provided. To impact the readiness of all children in meaningful ways, Kentucky's Early Childhood Standards must be aligned with KCAS, readiness assessments must be selected that address multiple domains and diverse cultural needs, and schools must receive intensive support in developmentally appropriate practices through Early Childhood Leadership Networks.

Primary Diagnostic (2009's Senate Bill 1 - KRS 158.6453)

Each school that enrolls primary students is required to use diagnostic assessments and prompts to measure readiness in reading and math. The results shall be used for instructional planning and interventions as appropriate.

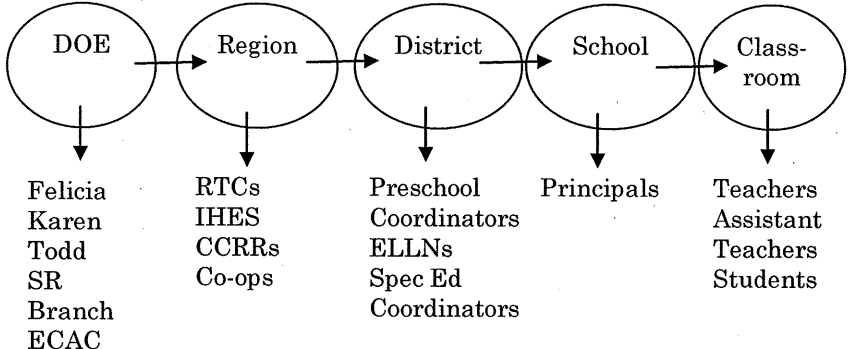
KDE:OC:kd 010612

	<p><u>K-3 Program Review</u> The purpose of the K-3 Program Review is to compare student cohort academic performance from kindergarten readiness through the end of 3rd grade and include it in the statewide school accountability system.</p> <p>The K-3 Program Review includes four areas: curriculum and assessment; formative and summative assessment; professional development and support; and administrative/leadership support and monitoring.</p>																				
<p>Activities & Timeline for Implementation</p>	<table border="1"> <thead> <tr> <th data-bbox="444 699 683 730">Date</th> <th data-bbox="683 699 1377 730">Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 730 683 867">2010</td> <td data-bbox="683 730 1377 867">School readiness definition is developed by Governor's Early Childhood Task Force. Districts are surveyed about readiness screeners used in schools.</td> </tr> <tr> <td data-bbox="444 867 683 932">Fall 2011</td> <td data-bbox="683 867 1377 932">KDE provides awareness PD to districts about school readiness screening expectations/process.</td> </tr> <tr> <td data-bbox="444 932 683 1033">Spring 2012</td> <td data-bbox="683 932 1377 1033">KDE provides professional development and assistance to school districts regarding specific screeners.</td> </tr> <tr> <td data-bbox="444 1033 683 1134">Fall 2012</td> <td data-bbox="683 1033 1377 1134">Assessments begin in all school districts. All children entering kindergarten are screened for readiness.</td> </tr> <tr> <td data-bbox="444 1134 683 1234">Spring 2013</td> <td data-bbox="683 1134 1377 1234">KDE continues providing PD, collects screening data and prepares a statewide school readiness report.</td> </tr> <tr> <td data-bbox="444 1234 683 1335">Fall 2013</td> <td data-bbox="683 1234 1377 1335">Districts assess readiness of all children, and KDE provides professional development and collects assessment data.</td> </tr> <tr> <td data-bbox="444 1335 683 1400">Spring 2014</td> <td data-bbox="683 1335 1377 1400">KDE provides PD and prepares statewide school readiness report.</td> </tr> <tr> <td data-bbox="444 1400 683 1501">Fall 2014</td> <td data-bbox="683 1400 1377 1501">Districts assess readiness of all children, and KDE provides professional development and collects assessment data.</td> </tr> <tr> <td data-bbox="444 1501 683 1566">Spring 2015</td> <td data-bbox="683 1501 1377 1566">KDE provides PD and prepares statewide school readiness report.</td> </tr> </tbody> </table> <p>At what point is the strategy fully implemented and operational?</p> <p>Early Learning Leadership Networks (ELLNs) and K-12 Leadership Networks will be key components in developing district-wide capacity for screening implementation.</p>	Date	Action	2010	School readiness definition is developed by Governor's Early Childhood Task Force. Districts are surveyed about readiness screeners used in schools.	Fall 2011	KDE provides awareness PD to districts about school readiness screening expectations/process.	Spring 2012	KDE provides professional development and assistance to school districts regarding specific screeners.	Fall 2012	Assessments begin in all school districts. All children entering kindergarten are screened for readiness.	Spring 2013	KDE continues providing PD, collects screening data and prepares a statewide school readiness report.	Fall 2013	Districts assess readiness of all children, and KDE provides professional development and collects assessment data.	Spring 2014	KDE provides PD and prepares statewide school readiness report.	Fall 2014	Districts assess readiness of all children, and KDE provides professional development and collects assessment data.	Spring 2015	KDE provides PD and prepares statewide school readiness report.
Date	Action																				
2010	School readiness definition is developed by Governor's Early Childhood Task Force. Districts are surveyed about readiness screeners used in schools.																				
Fall 2011	KDE provides awareness PD to districts about school readiness screening expectations/process.																				
Spring 2012	KDE provides professional development and assistance to school districts regarding specific screeners.																				
Fall 2012	Assessments begin in all school districts. All children entering kindergarten are screened for readiness.																				
Spring 2013	KDE continues providing PD, collects screening data and prepares a statewide school readiness report.																				
Fall 2013	Districts assess readiness of all children, and KDE provides professional development and collects assessment data.																				
Spring 2014	KDE provides PD and prepares statewide school readiness report.																				
Fall 2014	Districts assess readiness of all children, and KDE provides professional development and collects assessment data.																				
Spring 2015	KDE provides PD and prepares statewide school readiness report.																				

KDE:OC:kd 010612

<p>Annual Impact on Indicators (Trajectory) What are the goal numbers for each year?</p>	<p><i>Provide goal numbers for each year and rationale for trajectory.</i></p> <p>All children entering kindergarten will be screened for kindergarten readiness by fall of 2012.</p> <p>50% more students will be ready for kindergarten by 2014 based on 2012 baseline results.</p> <p>90% of 3rd graders will be proficient in math and reading by 2015.</p> <p>Kindergarten Readiness Table</p> <table border="1"> <thead> <tr> <th>School Readiness</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> </tr> </thead> <tbody> <tr> <td>Children entering kindergarten will be screened for readiness.</td> <td></td> <td></td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>50% more students will be ready for kindergarten based on 2012 baseline results.</td> <td></td> <td></td> <td>40%</td> <td>60%</td> <td>90%</td> </tr> <tr> <td>90% of 3rd graders will be proficient in math and reading by 2015.</td> <td></td> <td>74%</td> <td>80%</td> <td>85%</td> <td>90%</td> </tr> </tbody> </table>	School Readiness	'10-11	'11-12	'12-13	'13-14	'14-15	Children entering kindergarten will be screened for readiness.			100%	100%	100%	50% more students will be ready for kindergarten based on 2012 baseline results.			40%	60%	90%	90% of 3rd graders will be proficient in math and reading by 2015.		74%	80%	85%	90%
School Readiness	'10-11	'11-12	'12-13	'13-14	'14-15																				
Children entering kindergarten will be screened for readiness.			100%	100%	100%																				
50% more students will be ready for kindergarten based on 2012 baseline results.			40%	60%	90%																				
90% of 3rd graders will be proficient in math and reading by 2015.		74%	80%	85%	90%																				
<p>Leading Indicators or Sub-Indicators to be Tracked (Delivery Chain)</p>	<p>List indicators that will be tracked to determine if the strategy will deliver on the goal. Include frequency of measure.</p> <ul style="list-style-type: none"> • K-3 Program Review -- process and rubric is being developed for K-3 Program Review. Strategy will have impact when the following four elements are completed: <ol style="list-style-type: none"> (1) process and rubric development (2) piloting (cognitive testing, process evaluation, feedback on rubric) (3) professional development (4) implementation and field testing • Primary Diagnostic -- collection and analysis of assessment data will have impact on progress toward goal. 																								
<p>Resources and Support Available to Deliver on This Plan (Delivery Chain)</p>	<p>This would include personnel, funding, external resources. What is available, and what is needed?</p> <p>Funds available – funding is available for work related to preschool.</p> <p>Funds needed – funding needed for K-3 Program Review and primary diagnostic assessment data collection and analysis. Funding also needed</p>																								

KDE:OC:kd 010612

	<p>for support of statewide school readiness screening.</p> <p>How much funding is needed and by when? What happens if we do not receive funding?</p>
<p>Delivery Chain What groups and/or individuals are involved in implementing this strategy?</p>  <pre> graph LR DOE((DOE)) --> Region((Region)) Region --> District((District)) District --> School((School)) School --> Classroom((Classroom)) DOE --> DOE_roles[Felicia, Karen, Todd, SR, Branch, ECAC] Region --> Region_roles[RTCs, IHES, CRRs, Co-ops] District --> District_roles[Preschool Coordinators, ELLNs, Spec Ed Coordinators] School --> School_roles[Principals] Classroom --> Classroom_roles[Teachers Assistant, Teachers, Students] </pre> <p>Complexity</p> <ul style="list-style-type: none"> • role of ECAC in the school readiness screening process • collection of primary diagnostic data (varies widely from district to district) <p>Funding Flows</p> <ul style="list-style-type: none"> • Must clearly identify funds for K-3 Program Review and primary diagnostic collection, as well as implementation of screeners (e.g., materials, PD, support). <p>Choke Points</p> <ul style="list-style-type: none"> • Need to clarify role ECAC and KDE in determination of school readiness screening instruments and process. 	

RISK MANAGEMENT

Feedback from internal and external stakeholders indicates the following potential risks to successful delivery and efforts to mitigate risks.

	RISK	MITIGATION
Complexity	Lack of clear communication surrounding the roll-out of implementation of strategies	KDE must ensure a “common” message for the proficiency plan and assure

KDE:OC:kd 010612

	<p>Fidelity of implementation of some of the strategies</p> <p>Small scale pilots – limited impact</p> <p>KDE staff lack expertise in promoting some strategies such as standards-based reporting.</p> <p>Strategy may require collaboration across agencies and organizations, but lack agreement on the strategy such as school readiness and mathematics.</p> <p>District breakdown</p> <p>Relationships with education cooperatives and other agencies</p> <p>Too many changes and appearances of changes</p>	<p>it's widely communicated (parents and communities). Need to "over" communicate.</p> <p>Professional development must include follow-up and observations, available statewide.</p> <p>KDE must determine the need for small pilot projects and if they are effective in meeting student proficiency goals. Are they the best use of resources (staff, time)?</p> <p>How will KDE assure capacity to support teachers, schools and districts to effectively understand and implement strategies?</p> <p>Critical to involve stakeholders in decision-making.</p> <p>KDE provides support to promote strong district planning that directly impacts all classrooms, teachers and students.</p> <p>Meaningful engagement of stakeholders is necessary.</p> <p>KDE needs to be clear about direction before communicating to districts and schools.</p> <p>Promote understanding of strategic plan to</p>
--	---	---

KDE:OC:kd 010612

		deliverology.
Funding Flows	<p>Costs to implement new strategies such as targeted interventions and to continue other strategies such as mathematics initiative</p> <p>Training costs</p>	<p>Funds need to be identified.</p> <p>Training costs need to include follow-up (coaching) and technical assistance.</p>
Feedback Loops	<p>Multiple connections internal and external to KDE</p> <p>Connections from KDE to the student</p>	<p>Ensure each strategy includes specific plan for reporting, communicating and evaluation.</p>
Choke Points	<p>Communication breakdown from KDE to district to school to classroom to student</p> <p>Trickle-down training</p> <p>Limited KDE staff to support and monitor progress and provide technical assistance</p>	<p>Plan must be communicated widely for understanding and connections.</p> <p>Increase use of technology.</p> <p>Increase use of technology such as skypeing.</p>

ADDITIONAL PROJECTS SUPPORTING THE WORK

While the above strategies are those currently identified as the focus of the KDE's work around proficiency, broader work is going on to support the strategies identified in this plan.

Facilitating curriculum planning and curriculum review:

- The *Kentucky Model Curriculum Framework 2011* serves as a facilitation guide to assist an instructional supervisor, principal and/or teacher leader in providing a rationale for the need to revisit curriculum planning, offering some background information and exercises to generate "future-oriented" thinking and suggesting a process for designing and reviewing the local curriculum.

Supporting the preparation of students at the middle school level to be college- and career-ready:

- The Individual Learning Plans (ILPs) for Kentucky's 6th- through 12th-grade students are changing how students prepare themselves for their future.

Citations

Daily, S., Burkhauser, M., & Halle, T. (2010). A review of school readiness practices in the states: Early learning guidelines and assessments. *Early Childhood Highlights, 1*(3), 1-12.

Graham, S. & Hebert, M. (2010). *Writing to Read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.

National Center for Education Statistics (2000). *America's kindergartners*. Washington, DC: U. S. Department of Education.

National Mathematics Advisory Panel, (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, Washington, DC: U.S. Department of Education.

KDE:OC:kd 010612