
KENTUCKY ESEA FLEXIBILITY REQUEST 11/14/11

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Part II -- <http://www.education.ky.gov/NR/rdonlyres/A03B6231-2D11-407A-94B3-5014CC6C060E/0/ESEAWaiverRequestAppendixFinalPart2.pdf>

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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: 11-11-11
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, was 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).

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:

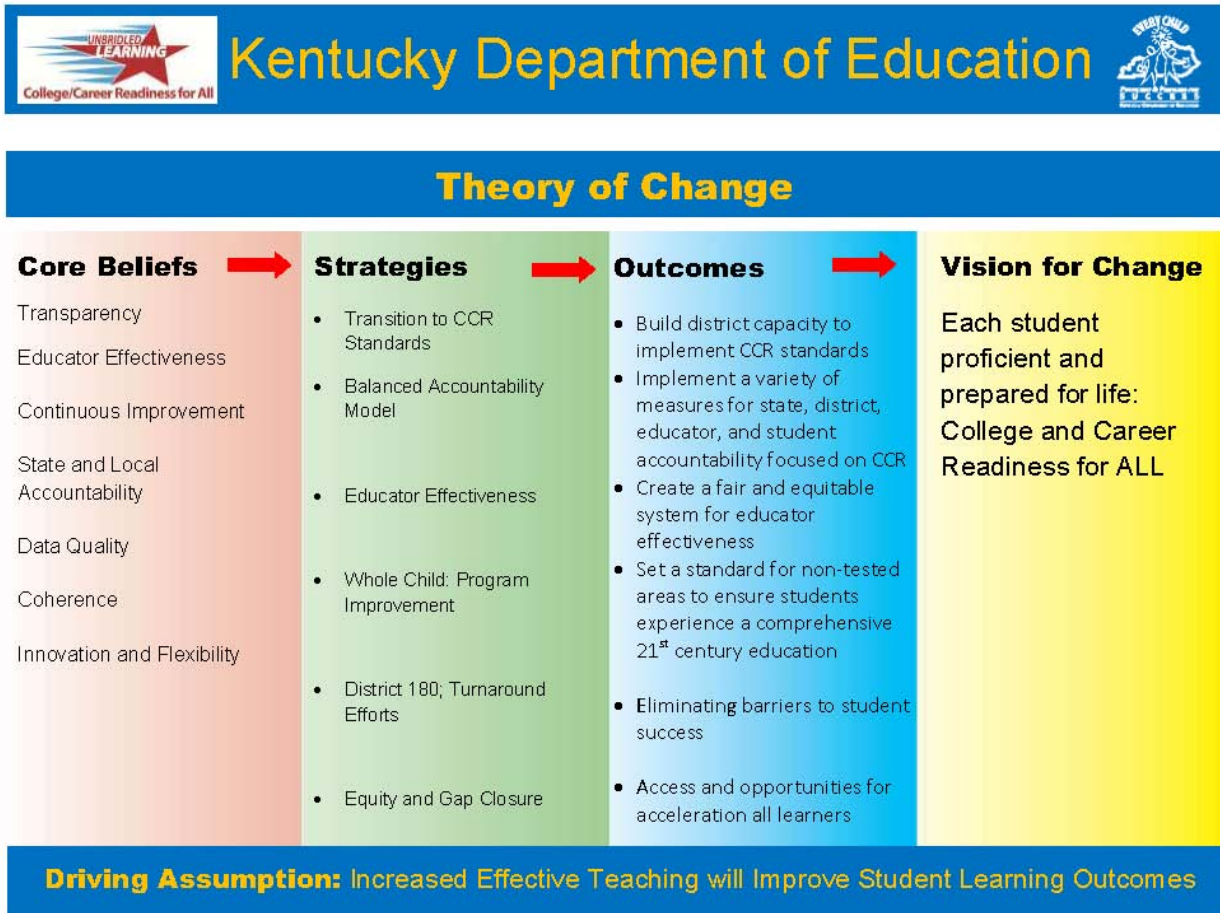
- reduce the state's college remediation rates of recent high school graduates by at least 50 percent by 2014 from the rates in 2010
- increase the college completion rates of students enrolled in one or more remedial college classes by 3 percent annually from 2009 to 2014

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.



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 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.</p>	<p>Option B</p> <p><input checked="" 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. (Attachment 4) See Appendix, page 35.</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. (Attachment 5) See Appendix, page 36.</p>
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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

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.

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.

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%202012.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. This suite will also be tied to Kentucky’s professional growth and evaluation system once it is developed. 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.

<p>Option A</p> <p><input 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 6)</p>	<p>Option B</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</p>	<p>Option C</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</p>
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	<p>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>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>
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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.

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

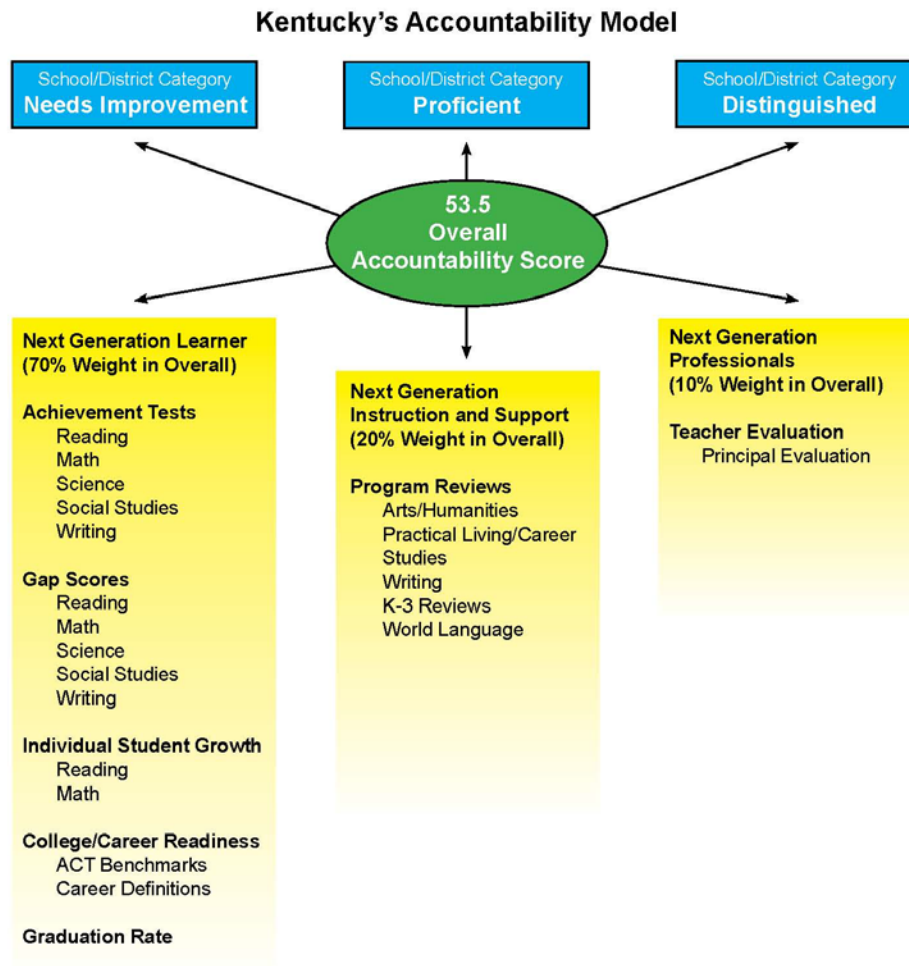
school year, that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students?

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. Students cannot be ignored due to a statistical n-count rule. 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 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.

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.

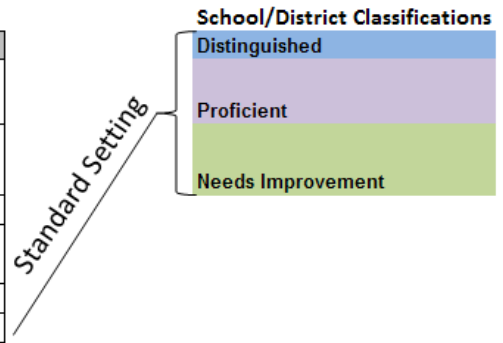
Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
Elementary	30	30	40	N/A	N/A	100
Middle	28	28	28	16	N/A	100
High	20	20	20	20	20	100

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

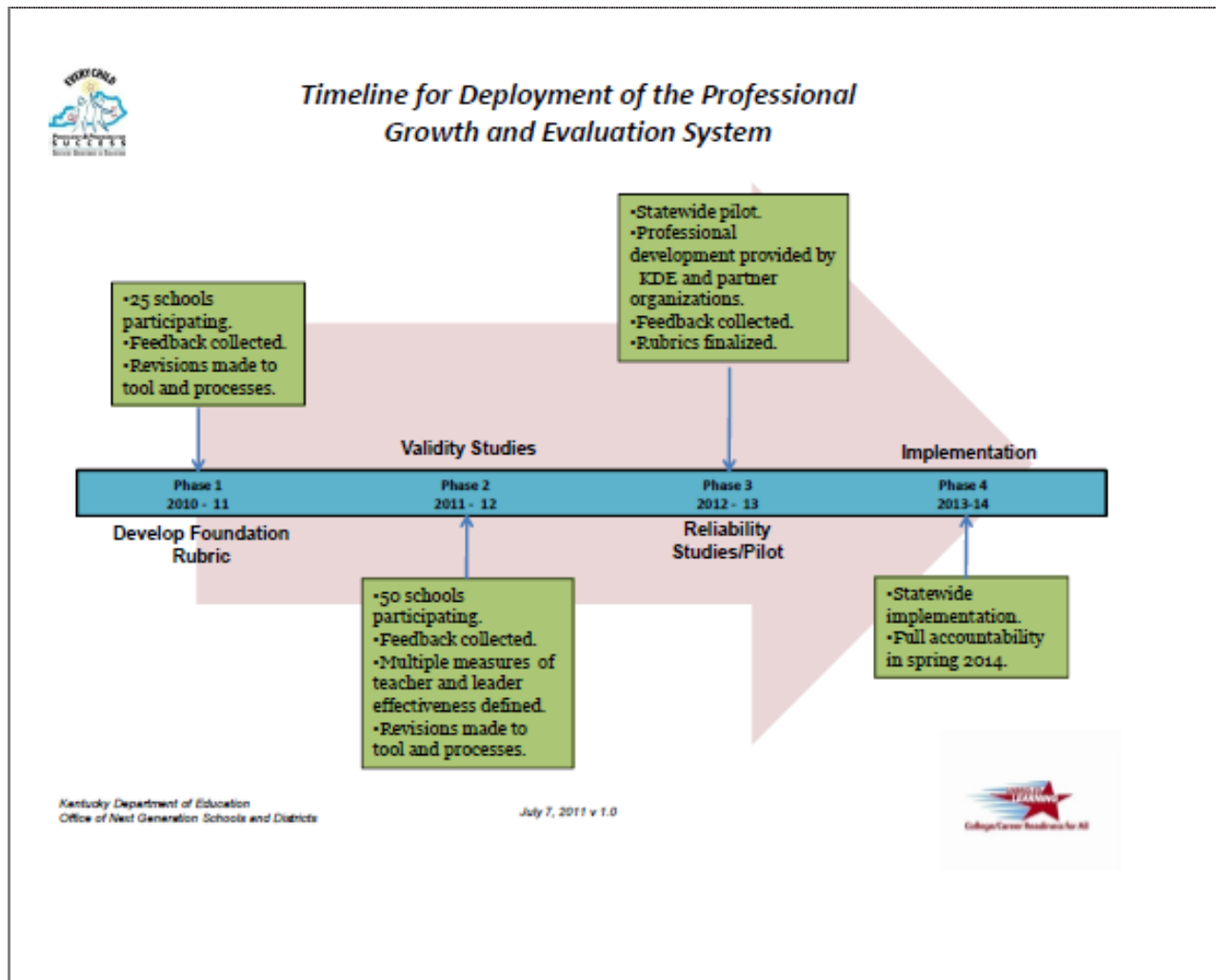
The third and final component of Unbridled Learning, next-generation professionals, recognizes that student success is supported by effective educators. The goals of this component are to equip

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 5:220, 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.

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%

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.

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

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
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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> <ol 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.
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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.

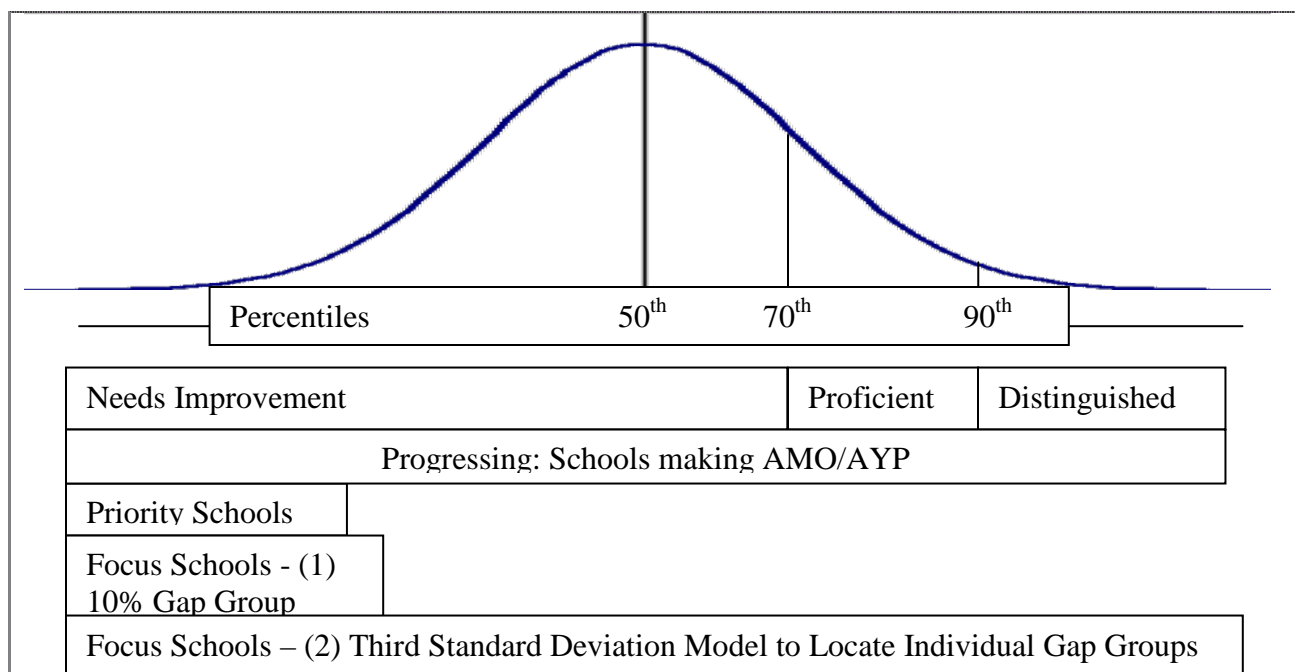
Option A <input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the	Option B <input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of	Option C <input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but
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<p>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>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>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>
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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



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 a full standard deviation in a five-year period; therefore, each annual goal is to move 1/5 of standard deviation. Schools/districts at Proficient must move half of a standard deviation in a five-year period.
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 = 2 (which means a growth of 10 points over five years
or a growth of one standard deviation from the starting point)

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

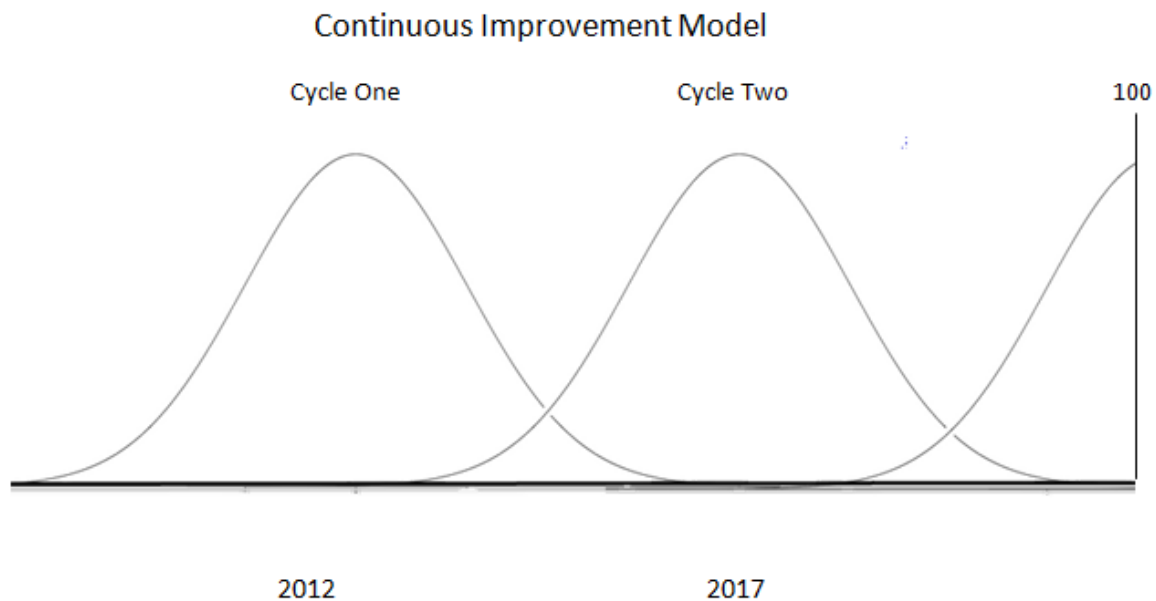
The Overall Score broadens the concept of school success to include a multifaceted, balanced set of indicators.

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 1/5 of a standard deviation for each year 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).

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.)

AMO Simulated Data for Illustration Purposes						
Winter 2010						
	Average	Stdev	AMO for schools scoring below proficient (Stdev/5 Year Goal)	AMO for schools scoring above proficient (Stdev/5 Year Goal x .5)	70th Percentile	
Elementary School	68	10	2.0	1	73.7	
Middle School	61	9	1.8	0.9	65.4	
High School	52.8	7.9	1.6	0.79	56.2	
Elementary Sample						
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
School A (Low)	58	60.0	62.0	64.0	66.0	68.0
School B (Average)	68	70.0	72.0	74.0	75.0	76.0
School C (High)	78	79.0	80.0	81.0	82.0	83.0
Middle Sample						
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
School A (Low)	52	53.8	55.6	57.4	59.2	61.0
School B (Average)	61	62.8	64.6	66.4	67.3	68.2
School C (High)	71	71.9	72.8	73.7	74.6	75.5
High Sample						
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
School A (Low)	44.9	46.5	48.1	49.6	51.2	52.8
School B (Average)	52.8	54.4	56.0	57.5	58.3	59.1
School C (High)	60.7	61.5	62.3	63.1	63.9	64.7
70th Percentile is the line of proficient performance.						
Green Areas show scores above the line of proficient performance.						
Once a school reaches proficiency (green area above), the AMO is the AMO for schools scoring above proficient.						

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.

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 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 Example

	Baseline Proficiency	AMO Target	2011-12 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%
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 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. *Is moving one standard deviation in five years significant?*

Yes. If all schools move one 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.

By achieving a growth of a full standard deviation, schools below the state mean catch the state mean in five years. This is tremendous growth for those schools. For instance, it would mean a school scoring at the 16th percentile would reach the 50th percentile in five years. Once these schools catch the average in five years, a new distribution is run, and those schools would then have a new five-year improvement goal to move them forward.

4. *Is moving one standard deviation in five years doable?*

Early simulations of this model indicate the 1/5 of a standard deviation may be achievable for schools. A normative model uses relative standing between schools for the initial classification. Kentucky has a 20-year trend history of approximately 3-4 percent growth per year for schools. This pattern of growth provides some historical evidence that meeting the goal can be achieved. This will not be confirmed until we see the new data and how it performs, but the goals for schools below the mean seem doable since many other schools in Kentucky have proven they can reach a higher plateau. Kentucky will continually monitor the system to determine any adjustments that need to be made.

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 1/3 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 1/5 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?

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 and have received school or district accreditation.
- 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 5:220, 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.

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)

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 60 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 59 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.

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.

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 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 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 60 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.

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.

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.

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 5:220 (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

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. Additional review will be necessary to determine the most efficient balance of these allocations. Any additional funds generated based on such a reallocation 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.

Option A	Option B	Option C
<p><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><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 	<p><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.

	copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	
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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

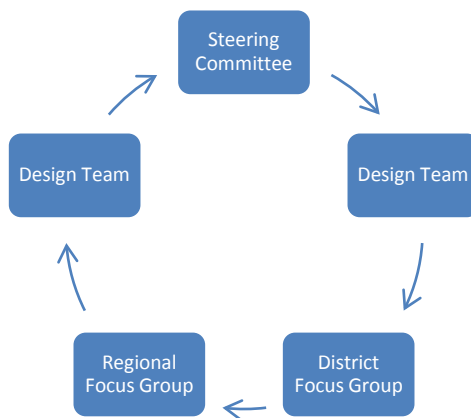
The revision of the current certified personnel evaluation system would include a dynamic shift from individually approved evaluation systems to a statewide valid and reliable system focused on the professional growth of educators and student growth and achievement. This change is necessary to meet the 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

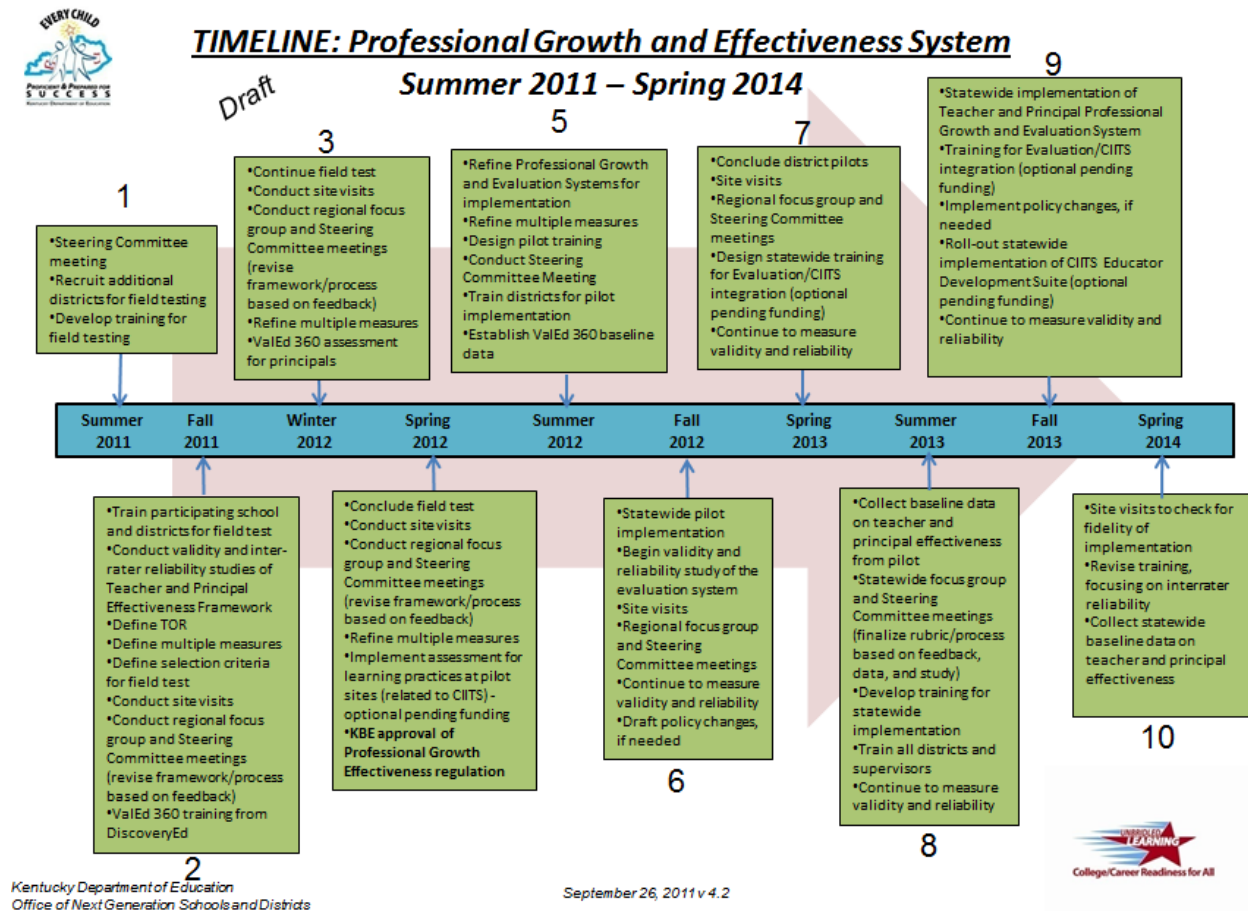
Edvantia has been contracted to conduct the content validity assessment of the teacher and principal effectiveness frameworks. Approximately 50 in- and out-of-state subject matter experts representing teachers, principals, university faculty and superintendents participated in retranslation and calibration 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. 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 as well as appeal procedure guidelines. Review and final approval of the revised evaluation regulation by the 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 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 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, Edvantia will conduct a correlation study on the multiple measures of the effectiveness 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 and refine processes for the implementation of the statewide pilot. Results of the field test will further define the guiding principles of effectiveness that will be recommended by the two statewide steering committees and submitted for approval to the Kentucky Board of Education.

Pilot Year Implementation

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. School districts will continue to communicate with assigned IDT members as needed. The IDT will conduct periodic reviews of the effectiveness system's implementation to ensure consistency and that continuous support is offered. 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:
 - 100 percent highly qualified teacher status is not achieved for two consecutive years as identified through the March LEAD Report from the Education Professional Standards Board; AND
 - The district has no less than 15 percent 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 does not meet the College and Career Readiness 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:
 - 100 percent highly qualified teacher status is not achieved for three consecutive years as identified through the March LEAD Report from the Education Professional Standards Board; AND
 - The district has no less than 15 percent of its teacher or leader workforce at the Ineffectiveness performance level as identified by the Teacher and Leader Professional Growth and Effectiveness Systems; AND
 - The district does not meet the College and Career Readiness 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. While a district is in Teacher Quality Accountability Status, it will be restricted from hiring additional class-size reduction staff as well as paraeducators with federal funds and Title I, Part A 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.

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.

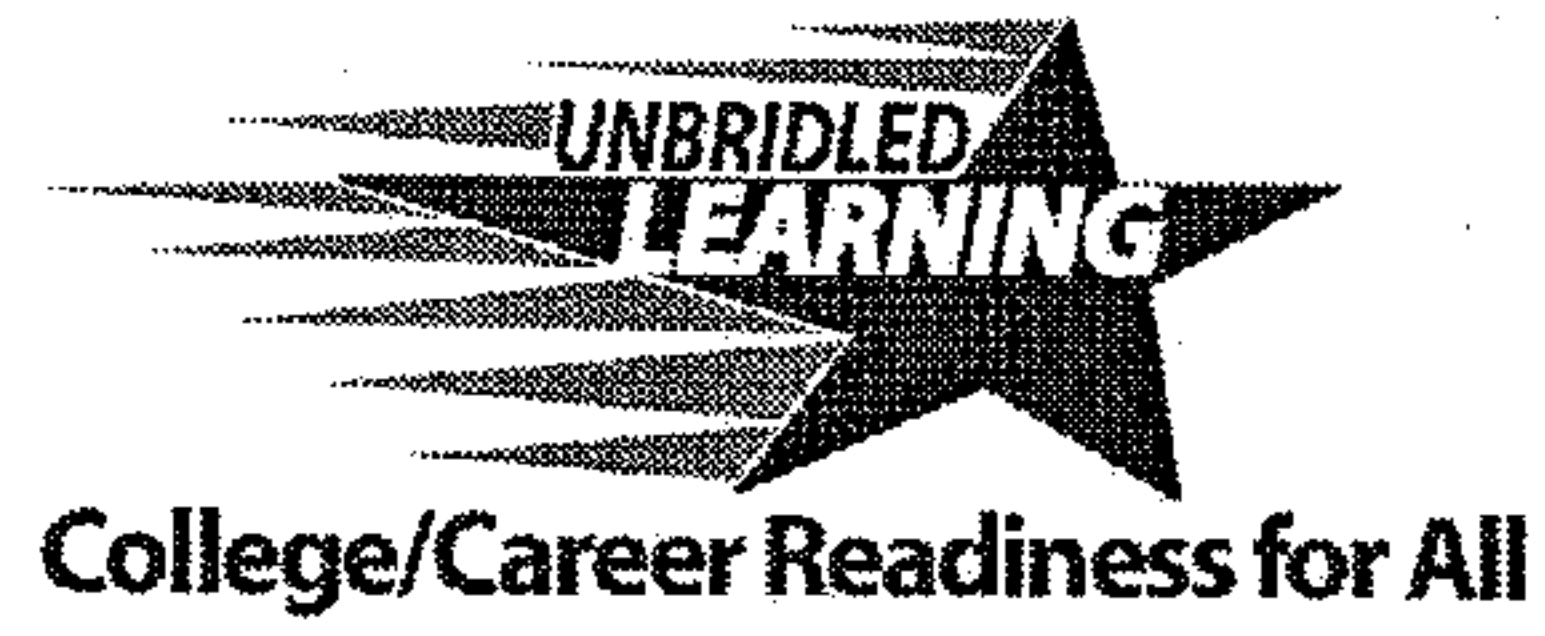
All districts newly identified as being in Teacher Quality Accountability Status will receive an onsite technical assistance/monitoring visit. The visit would determine the area where additional supports are necessary to reach 100 percent Highly Qualified Status and improve teacher and leader effectiveness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

November 14, 2011

	KENTUCKY APPENDIX DOCUMENT	APPENDIX
LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs of opportunity to comment on waiver request	1
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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
6	State’s Race to the top Assessment Memorandums of Understanding (MOU)	N/A
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
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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)**

Palmer, Susan - 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*

Palmer, Susan - 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.

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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

Palmer, Susan - 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.

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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.

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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: (b)(6)
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!

(b)(6)

From: (b)(6); (b)(7(C))
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: (b)(6)
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 (b)(6) and I am a math teacher at (b)(6) 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,

(b)(6)

From: (b)(6)
Sent: Saturday, October 29, 2011 11:18 AM
To: Miller, Marv Ann - Office of the Commissioner of Education
Cc: (b)(6)
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.

(b)(6)

From: (b)(6)

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: (b)(6)

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!

(b)(6)

From: (b)(6)
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.

(b)(6)

From: (b)(6)
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. (b)(6)

(b)(6) 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: (b)(6)
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: (b)(6)
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 than 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: (b)(6)
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?

(b)(6)

From: (b)(6)
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: (b)(6)
Sent: Tuesday, November 08, 2011 9:16 AM
To: ESEA Waiver Request Comments
Subject: waiver

Mr. Holliday,

I direct the 21st CCLC program at Taylor County Middle School. 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: (b)(6)
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?

(b)(6)

From: (b)(6)
Sent: Tuesday, November 01, 2011 12:09 PM
To: ESEA Waiver Request Comments
Subject: box #11
Mr. Commissioner,

(b)(6) 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.

(b)(6)

From: (b)(6)
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: (b)(6)
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.

(b)(6)

From: (b)(6)
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.

(b)(6)

Education Organizations' Comments

From: (b)(6)

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: (b)(6)
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: (b)(6)

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

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

(b)(6)

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:

(b)(6)

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,

(b)(6)

From: (b)(6)

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

(b)(6)



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 value added 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:

(b)(6)

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,

(b)(6)

From: (b)(6)

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.

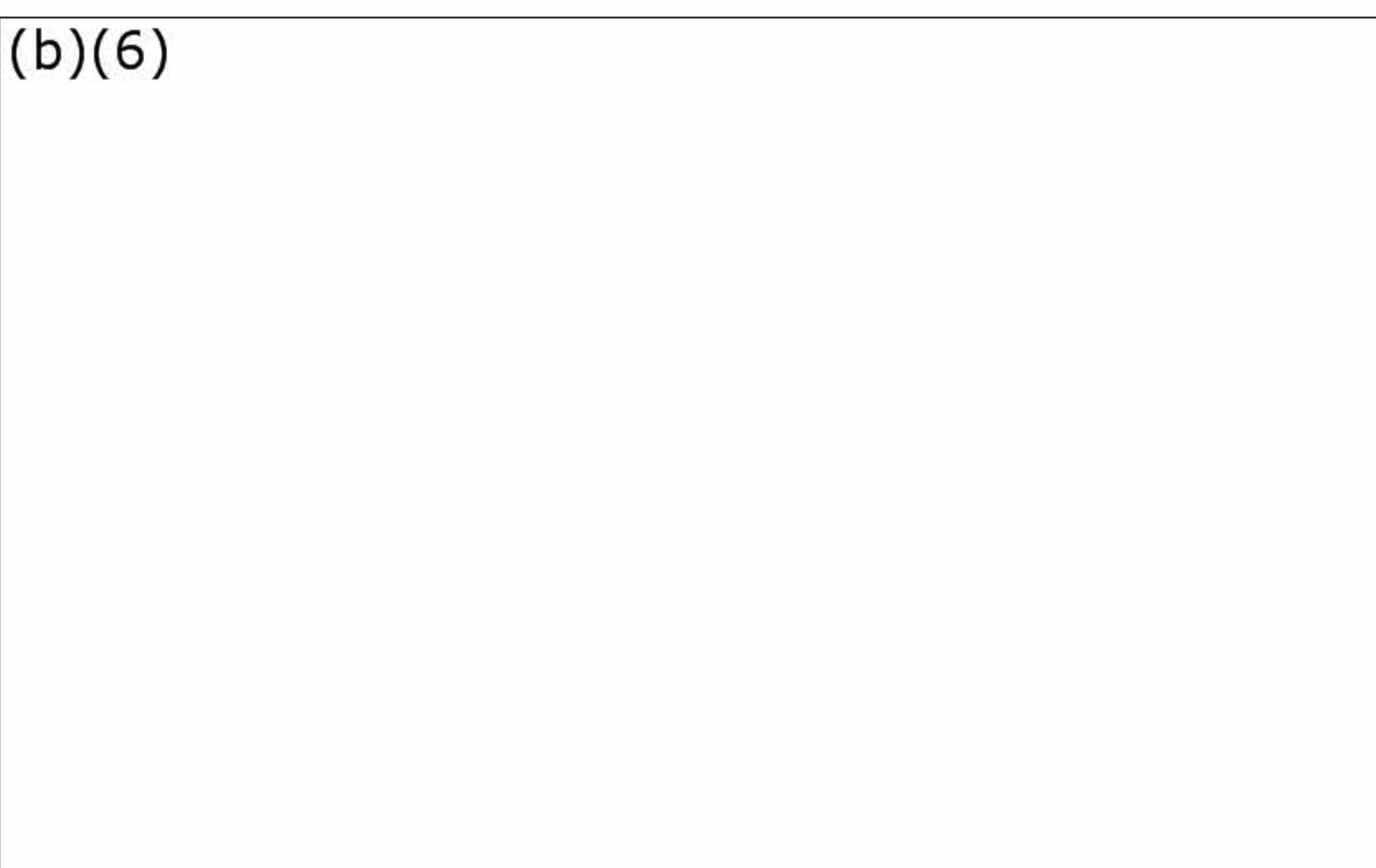
As a SES provider, I see several issues that have caused SES tutoring to receive negative marks. First, many of the school districts are looking at the previous year's state test results to determine if SES tutoring is working. There is a problem with this evaluation method. Many of the kids that the 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

(b)(6)



From: (b)(6)
Sent: Tuesday, November 08, 2011 4:33 PM
To: ESEA Waiver Request Comments
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ending SES tutoring or afterschool tutoring intervention. The parents are opposed to ending afterschool tutoring.

Thank you

(b)(6)

From: (b)(6)
Sent: Monday, November 07, 2011 2:00 PM
To: ESEA Waiver Request Comments
Cc: (b)(6)
Subject: Comments on ESEA Waiver Request

(b)(6)

**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.

(b)(6)

From: (b)(6)
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,

(b)(6)

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: (502) 330-5063 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 

~~NEW~~ 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.

~~NEW~~ 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.

~~NEW~~ 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.

~~NEW~~ 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.

~~NEW~~ 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](#).

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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.pdf>

- 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

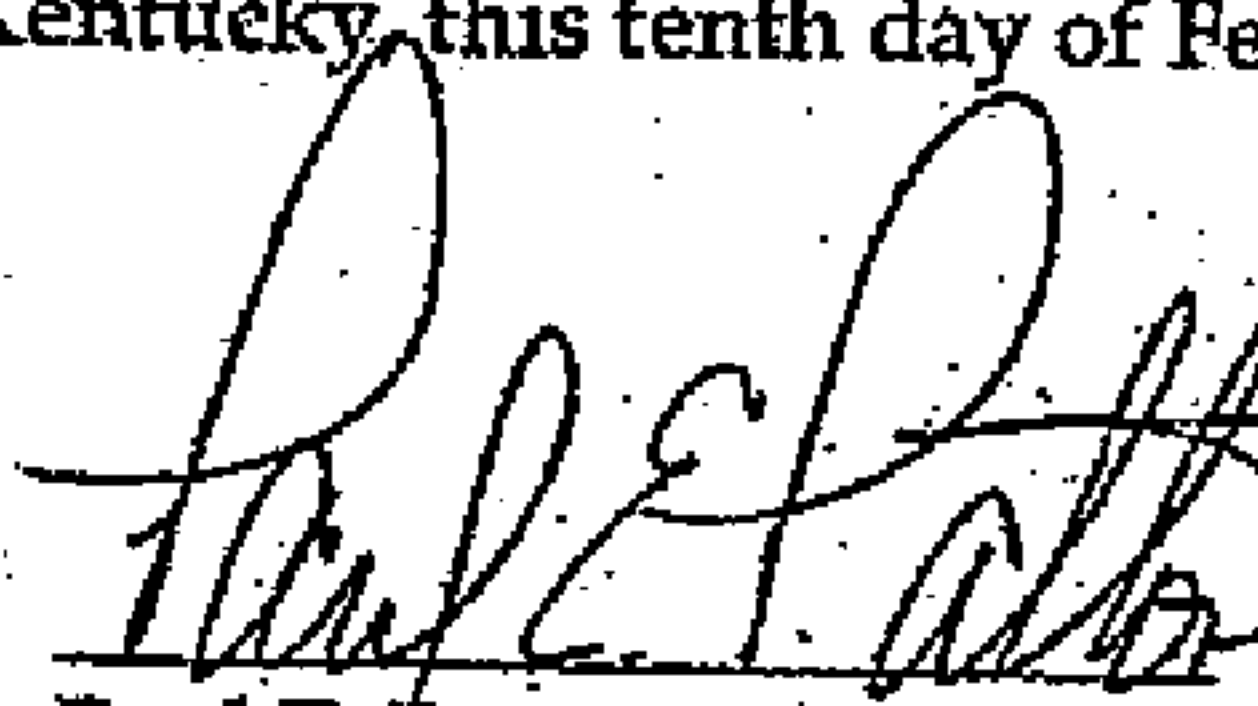
Whereas, The drafting process for the standards has included broad input from Kentucky teachers, administrators, higher education officials, education partners, the public, staffs of the three participating agencies, a national validation committee and national organizations that has resulted in the current standards document; and

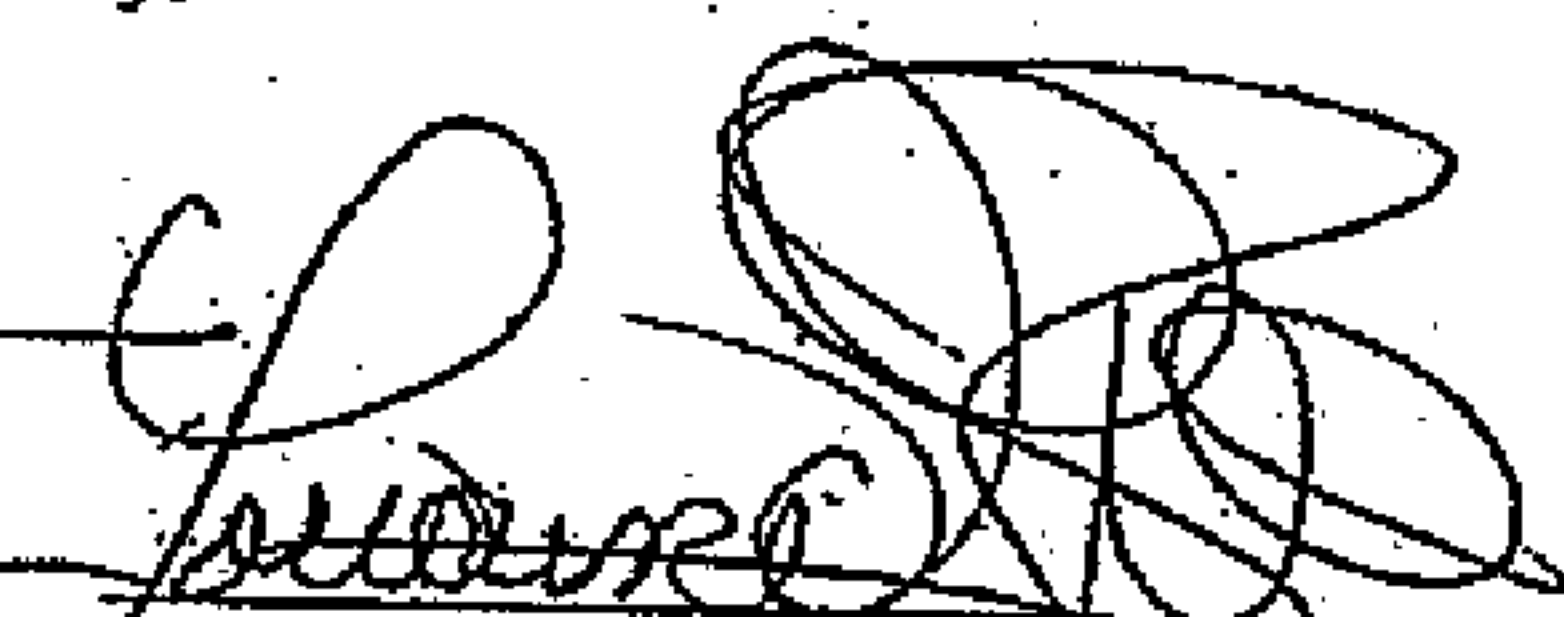
Whereas, As required by Senate Bill 1, the Common Core Standards in English/language arts and mathematics focus on critical knowledge, skills and capacities needed for success in the global economy; reflect fewer, but more in-depth standards to facilitate learning; communicate expectations more clearly 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.

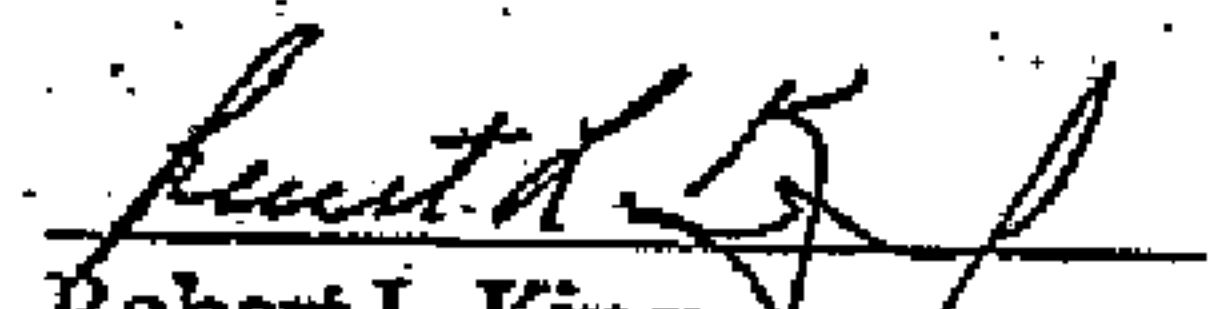
Done in the city of Versailles, Kentucky, this tenth day of February, in the year Two Thousand Ten.

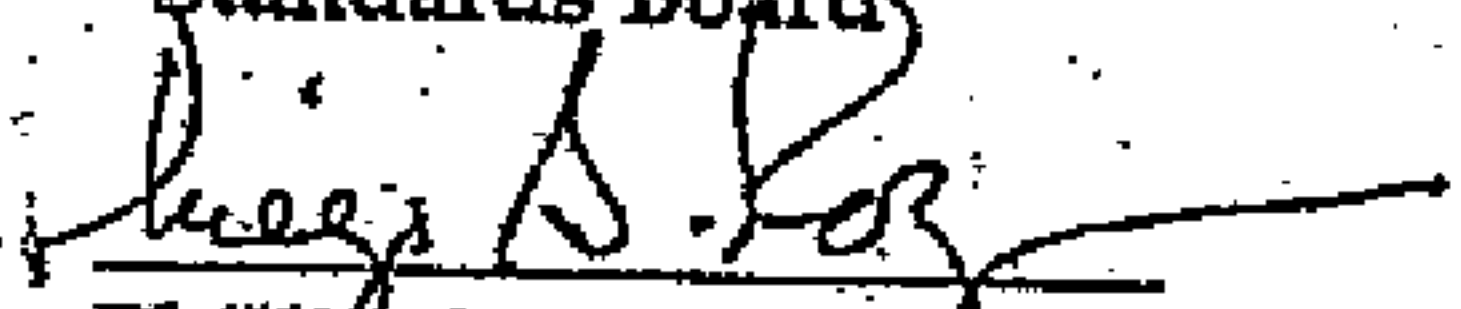

Joe Brothers, Chair
Kentucky Board of Education


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

ATTACHMENT 5 - State regulation and resolution from a state network of institutions of higher education

8	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.
7	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.
6	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.
5	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.
4	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.
3	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.
2	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.
1	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.

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) ~~[(f)]~~ 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 sub score 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 ~~(c) 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
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Frankfort, Kentucky 40601
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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

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	Recognition and Support				Categories					
							Highest Performing	High Progress	Priority School	Bottom 10%	Focus Areas 3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished	
026010	Beechwood Independent	Beechwood Elementary School	00-06	No	Elementary	Reward	Yes									
026020	Beechwood Independent	Beechwood High School	07-12	No	Middle Sch	Needs Improvement	Yes					Yes				
026020	Beechwood Independent	Beechwood High School	07-12	No	High Sch	Reward	Yes									
031012	Bell County	Bell Central School Center	00-08	Yes	Elementary	Proficient									Yes	Yes
031040	Bell County	Bell Central School Center	00-08	Yes	Middle Sch	Proficient									Yes	Yes
031040	Bell County	Bell Central School Center	09-12	No	High Sch	Needs Improvement						Yes				
031180	Bell County	Frakes School Center	00-08	Yes	Elementary	Needs Improvement						Yes				
031180	Bell County	Frakes School Center	00-08	Yes	Middle Sch	Focus			Yes							
031250	Bell County	Lone Jack School Center	00-08	Yes	Elementary	Focus			Yes							
031250	Bell County	Lone Jack School Center	00-08	Yes	Middle Sch	Focus			Yes							
031013	Bell County	Page School Center	00-08	Yes	Elementary	Needs Improvement										
031013	Bell County	Page School Center	00-08	Yes	Middle Sch	Needs Improvement										
031345	Bell County	Right Fork School Center	00-08	Yes	Elementary	Focus			Yes							
031345	Bell County	Right Fork School Center	00-08	Yes	Middle Sch	Reward										
031390	Bell County	Yellow Creek School Center	00-08	Yes	Elementary	Focus			Yes							
031390	Bell County	Yellow Creek School Center	00-08	Yes	Middle Sch	Reward										
032010	Belleuve Independent	Belleuve High School	00-08	Yes	Elementary	Focus			Yes							
032010	Belleuve Independent	Belleuve High School	07-12	Yes	Middle Sch	Reward										Yes
032020	Belleuve Independent	Belleuve High School	07-12	Yes	High Sch	Needs Improvement										
034010	Berea Independent	Grandview Elementary School	00-06	Yes	Elementary	Needs Improvement										
034020	Berea Independent	Berea Community Elementary School	00-05	Yes	Elementary	Focus										
034015	Berea Independent	Berea Community High School	09-12	Yes	High Sch	Focus										
035005	Boone County	Berea Community Middle School	06-08	Yes	Middle Sch	Focus			Yes							
035030	Boone County	A M Yealey Elementary School	00-05	Yes	Elementary	Focus										
035040	Boone County	Boone County High School	09-12	No	High Sch	Proficient										
035010	Boone County	Burlington Elementary School	00-05	Yes	Elementary	Focus										
035041	Boone County	Camp Ernest Middle School	06-08	No	Middle Sch	Focus										
035055	Boone County	Charles H. Kelly Elementary School	00-05	Yes	Elementary	Needs Improvement										
035045	Boone County	Chester Goodridge Elementary School	00-05	Yes	Elementary	Needs Improvement										
035043	Boone County	Conner High School	09-12	No	High Sch	Focus										
035050	Boone County	Conner Middle School	06-08	No	Middle Sch	Focus										
035075	Boone County	Florence Elementary School	00-05	Yes	Elementary	Needs Improvement										
035065	Boone County	Gray Middle School	06-08	No	Middle Sch	Proficient										
035071	Boone County	Hillard Collins Elementary School	00-05	Yes	Elementary	Focus										
035080	Boone County	Larry A. Ryle High School	09-12	No	High Sch	Reward			Yes							
035008	Boone County	New Haven Elementary School	00-05	No	Elementary	Needs Improvement										
035081	Boone County	North Pointe Elementary School	00-05	No	Elementary	Proficient										
035085	Boone County	Ockerman Elementary School	00-05	Yes	Elementary	Focus										
035015	Boone County	Ockerman Middle School	06-08	No	Middle Sch	Focus										
035020	Boone County	Randall K. Cooper High School	09-12	No	High Sch	Reward			Yes							
035011	Boone County	Rector A. Jones Middle School	06-08	No	Middle Sch	Focus										
041010	Bourbon County	Shirley Mann Elementary School	00-05	No	Elementary	Reward										
041110	Bourbon County	Bourbon Central Elementary School	00-05	Yes	Elementary	Needs Improvement			Yes							
041120	Bourbon County	Bourbon County High School	09-12	No	High Sch	Proficient										
041030	Bourbon County	Bourbon County Middle School	06-08	No	Middle Sch	Focus										
041030	Bourbon County	Cane Ridge Elementary School	00-05	Yes	Elementary	Focus										

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		Yes											
042080	Bowling Green Independent	T C Chery 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	Catlettsburg 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													
051060	Boyle County	Perryville Elementary School	00-05	Yes	Elementary	Needs Improvement													
051050	Boyle County	Woodlawn Elementary School	00-05	No	Elementary	Proficient													
055010	Bracken County	Bracken County High School	09-12	No	High Sch	Needs Improvement													
055060	Bracken County	Bracken County Middle School	05-08	Yes	Middle Sch	Focus													
055050	Bracken County	Taylor Elementary School	00-04	Yes	Elementary	Needs Improvement													
061060	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	Elementary	Needs Improvement													
061150	Breathitt County	L B J Elementary School	00-07	Yes	Middle Sch	Focus													
061150	Breathitt County	L B J Elementary School	00-07	Yes	Elementary	Needs Improvement													
061185	Breathitt County	Marie Roberts-Caney Elementary School	00-07	Yes	Middle Sch	Proficient													
061185	Breathitt County	Marie Roberts-Caney Elementary School	00-07	Yes	Elementary	Proficient													
061270	Breathitt County	Rousseau Elementary School	00-07	Yes	Middle Sch	Focus													
061270	Breathitt County	Rousseau Elementary School	00-07	Yes	Elementary	Focus		Yes											
061390	Breathitt County	Rousseau Elementary School	00-07	Yes	Middle Sch	Focus		Yes											
065030	Breckinridge County	Sebastian Middle School	08-09	Yes	Middle Sch	Needs Improvement													
065010	Breckinridge County	Breckinridge County High School	00-05	Yes	Elementary	Proficient													
065100	Breckinridge County	Breckinridge County High School	09-12	No	High Sch	Reward		Yes											
065040	Breckinridge County	Custer Elementary School	06-08	Yes	Middle Sch	Focus													
065020	Breckinridge County	Hardinsburg Elementary School	00-05	Yes	Elementary	Needs Improvement													
065050	Breckinridge County	Irvington Elementary School	00-05	Yes	Elementary	Needs Improvement													
071005	Bullitt County	Bernheim 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													
071006	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 - Table 2: Reward, Priority and Focus Schools
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Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Recognition and Support				Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished
071045	Bullitt County	Maryville Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
071050	Bullitt County	Mt. Washington Middle School	06-08	No	Middle Sch	Focus				Yes					
071070	Bullitt County	Nichols Elementary	00-05	Yes	Elementary	Needs Improvement						Yes			
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						Yes			
071008	Bullitt County	Shepherdsville Elementary	00-05	Yes	Elementary	Focus						Yes			
071007	Bullitt County	Zoneton Middle School	06-08	Yes	Middle Sch	Needs Improvement				Yes					
072020	Burgin Independent	Burgin Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
072010	Burgin Independent	Burgin High School	06-12	No	Middle Sch	Needs Improvement						Yes			
072010	Burgin Independent	Burgin High School	06-12	No	High Sch	Needs Improvement						Yes			
075030	Butler County	Butler County High School	09-12	No	High Sch	Needs Improvement						Yes			
075035	Butler County	Butler County Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes			
075120	Butler County	Morgantown Elementary School	00-05	Yes	Elementary	Focus				Yes					
075031	Butler County	North Butler Elementary	00-05	Yes	Elementary	Needs Improvement						Yes			
081070	Caldwell County	Caldwell County Elementary School	00-05	Yes	Elementary	Focus						Yes			
081010	Caldwell County	Caldwell County High School	09-12	No	High Sch	Focus				Yes					
081020	Caldwell County	Caldwell County Middle School	06-08	Yes	Middle Sch	Reward								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 High School	00-05	Yes	Elementary	Needs Improvement						Yes			
085035	Calloway County	East Calloway Elementary School	00-05	Yes	Elementary	Proficient								Yes	
085045	Calloway County	North Calloway Elementary School	00-05	Yes	Elementary	Proficient								Yes	
091100	Campbell County	Southwest Calloway Elementary School	09-12	No	High Sch	Proficient								Yes	
091011	Campbell County	Campbell County High School	06-08	No	Middle Sch	Focus				Yes					
091019	Campbell County	Campbell County Middle School	00-05	No	Elementary	Reward						Yes			
091035	Campbell County	Campbell Ridge Elementary	00-05	Yes	Elementary	Needs Improvement								Yes	
091013	Campbell County	Crossroads Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes	
091050	Campbell County	Donald E. Cline Elementary School	00-05	Yes	Elementary	Proficient								Yes	
091012	Campbell County	Grant's Lick Elementary School	00-05	No	Elementary	Needs Improvement						Yes			
092010	Campbellsville Independent	John W. Ralley Elementary School	00-05	No	Elementary	Reward									Yes
092020	Campbellsville Independent	Campbellsville Elementary School	00-04	Yes	Elementary	Needs Improvement									
092025	Campbellsville Independent	Campbellsville High School	09-12	No	High Sch	Needs Improvement									
095060	Carlisle County	Campbellsville Middle School	05-08	Yes	Middle Sch	Needs Improvement									
095040	Carlisle County	Carlisle County Elementary School	00-05	Yes	Elementary	Needs Improvement									
095020	Carlisle County	Carlisle County High School	09-12	No	High Sch	Reward				Yes					
101018	Carroll County	Carlisle County Middle School	06-08	Yes	Middle Sch	Needs Improvement									
101019	Carroll County	Carroll County High School	09-12	No	High Sch	Needs Improvement									
101005	Carroll County	Carroll County Middle School	06-08	Yes	Middle Sch	Needs Improvement									
105050	Carter County	Cartmell Elementary	03-05	Yes	Elementary	Focus						Yes			
105120	Carter County	Carter Elementary School	00-05	Yes	Elementary	Needs Improvement									
105130	Carter County	East Carter County High School	09-12	No	High Sch	Priority School			Yes						
105052	Carter County	East Carter Middle School	06-08	Yes	Middle Sch	Focus									
105250	Carter County	Heritage Elementary School	00-05	Yes	Elementary	Needs Improvement									
105340	Carter County	Olive Hill Elementary School	00-05	Yes	Elementary	Reward				Yes					
105450	Carter County	Prichard Elementary School	00-05	Yes	Elementary	Focus									
105450	Carter County	Star Elementary School	00-05	Yes	Elementary	Proficient									Yes

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Kentucky ESEA Waiver - All Levels

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							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	No											
105505	Carter County	West Carter Middle School	06-08	Yes	Middle Sch	Focus	Yes	Yes										Yes
111045	Casey County	Casey County High School	09-12	No	High Sch	Focus	No											
111070	Casey County	Casey County Middle School	07-08	Yes	Middle Sch	Needs Improvement	Yes											
111028	Casey County	Jones Park Elementary	00-06	Yes	Elementary	Proficient	Yes											
111190	Casey County	Liberty Elementary School	00-06	Yes	Elementary	Reward	Yes											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											Yes
113030	Caverna Independent	Caverna High School	09-12	No	High Sch	Priority School	Yes											Yes
113026	Caverna Independent	Caverna Middle School	06-08	Yes	Middle Sch	Needs Improvement	Yes											Yes
115020	Christian County	Belmont Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
115030	Christian County	Christian County High School	09-12	No	High Sch	Priority School	Yes											Yes
115035	Christian County	Christian County Middle School	06-08	Yes	Middle Sch	Focus	Yes											Yes
115040	Christian County	Crofton Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
115105	Christian County	Holiday Elementary School	00-05	Yes	Elementary	Proficient	Yes											Yes
115050	Christian County	Hopkinsville High School	09-12	No	High Sch	Needs Improvement	No											Yes
115058	Christian County	Hopkinsville Middle School	06-08	Yes	Middle Sch	Focus	Yes											Yes
115055	Christian County	Indian Hills Elementary School	00-05	Yes	Elementary	Needs Improvement	Yes											Yes
115110	Christian County	Lacy Elementary School	00-05	Yes	Elementary	Needs Improvement	Yes											Yes
115017	Christian County	Marlin Luther King Jr. Elementary School	00-05	Yes	Elementary	Needs Improvement	Yes											Yes
115125	Christian County	Millbrooke Elementary School	00-05	Yes	Elementary	Needs Improvement	Yes											Yes
115045	Christian County	North Drive Middle School	06-08	Yes	Middle Sch	Focus	Yes											Yes
115130	Christian County	Pembroke Elementary School	00-05	Yes	Elementary	Proficient	Yes											Yes
115150	Christian County	Sinking Fork Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
115170	Christian County	South Christian Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
121020	Clark County	Central Elementary School	00-05	Yes	Elementary	Needs Improvement	Yes											Yes
121070	Clark County	Clark Middle School	06-08	No	Middle Sch	Needs Improvement	No											Yes
121035	Clark County	Conkright Middle School	06-08	No	Middle Sch	Needs Improvement	No											Yes
121040	Clark County	Fannie Bush Elementary	00-05	Yes	Elementary	Needs Improvement	Yes											Yes
121030	Clark County	George Rogers Clark High School	09-12	No	High Sch	Focus	No											Yes
121050	Clark County	Hannah McClure Elementary	00-05	Yes	Elementary	Focus	Yes											Yes
121080	Clark County	Pilot View Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
121090	Clark County	Providence Elementary	00-05	No	Elementary	Proficient	No											Yes
121095	Clark County	Shearer Elementary School	00-05	Yes	Elementary	Focus	Yes											Yes
121120	Clark County	Strode Station Elementary	00-05	Yes	Elementary	Needs Improvement	Yes											Yes
121100	Clark County	Trapp Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
125040	Clay County	Big Creek Elementary	00-06	Yes	Elementary	Reward	Yes											Yes
125070	Clay County	Burning Springs Elementary	00-06	Yes	Elementary	Reward	Yes											Yes
125100	Clay County	Clay County High School	09-12	Yes	High Sch	Reward	Yes											Yes
125095	Clay County	Clay County Middle School	07-08	No	Middle Sch	Focus	No											Yes
125200	Clay County	Goose Rock Elementary	00-06	Yes	Elementary	Needs Improvement	Yes											Yes
125220	Clay County	Hacker Elementary School	00-06	Yes	Elementary	Needs Improvement	Yes											Yes
125500	Clay County	Manchester Elementary School	00-06	Yes	Elementary	Reward	Yes											Yes
125570	Clay County	Onelda Elementary School	00-06	Yes	Elementary	Needs Improvement	Yes											Yes

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							Rewards	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
125580	Clay County	Paces Creek Elementary	00-06	Yes	Elementary	Reward	Yes									
131015	Clinton County	Albany Elementary School	01-04	Yes	Elementary	Needs Improvement										
131050	Clinton County	Clinton County High School	09-12	Yes	High Sch	Needs Improvement										
131045	Clinton County	Clinton County Middle School	05-08	Yes	Middle Sch	Needs Improvement										
132010	Cloverport Independent	Frederick Fraze High School	09-12	No	High Sch	Reward	Yes								Yes	
132025	Cloverport Independent	Frederick Fraze Middle School	06-08	No	Middle Sch	Reward	Yes									
132020	Cloverport Independent	William H Natcher Elementary School	00-05	Yes	Elementary	Reward	Yes								Yes	
133017	Corbin Independent	Corbin Elementary	03-04	Yes	Elementary	Reward	Yes									
133040	Corbin Independent	Corbin High School	09-12	No	High Sch	Reward	Yes									
133018	Corbin Independent	Corbin Intermediate	05-06	Yes	Elementary	Reward	Yes									
133050	Corbin Independent	Corbin Middle School	07-08	Yes	Middle Sch	Reward	Yes									
134160	Covington Independent	Glenn O Swing Elementary	00-05	Yes	Elementary	Proficient										
134019	Covington Independent	Holmes High School	09-12	Yes	High Sch	Focus		Yes								
134017	Covington Independent	Holmes Middle School	06-08	Yes	Middle Sch	Focus		Yes								
134110	Covington Independent	John G Carlisle Elementary	00-05	Yes	Elementary	Focus										
134115	Covington Independent	Latoria Elementary School	00-05	Yes	Elementary	Focus										
134150	Covington Independent	Ninth District Elementary	00-05	Yes	Elementary	Needs Improvement										
134170	Covington Independent	Sixth District Elementary School	00-05	Yes	Elementary	Focus		Yes								
135100	Crittenden County	Crittenden County Elementary School	00-05	Yes	Elementary	Focus										
135020	Crittenden County	Crittenden County High School	00-05	Yes	Elementary	Needs Improvement										
135025	Crittenden County	Crittenden County Middle School	09-12	No	High Sch	Needs Improvement										
141070	Cumberland County	Crittenden County Elementary School	06-08	Yes	Middle Sch	Focus										
141080	Cumberland County	Cumberland County Elementary School	00-05	Yes	Elementary	Focus		Yes								
141075	Cumberland County	Cumberland County High School	09-12	No	High Sch	Needs Improvement										
143005	Danville Independent	Cumberland County Middle School	06-08	Yes	Middle Sch	Needs Improvement										
143030	Danville Independent	Bate Middle School	06-08	No	Middle Sch	Needs Improvement										
143040	Danville Independent	Danville High School	09-12	No	High Sch	Needs Improvement										
143110	Danville Independent	Hogsett Elementary School	00-05	Yes	Elementary	Needs Improvement										
143060	Danville Independent	Jennie Rogers Elementary School	00-05	Yes	Elementary	Reward	Yes								Yes	
145005	Daviess County	Tolliver Elementary School	00-05	Yes	Elementary	Needs Improvement	Yes									
145085	Daviess County	Apollo High School	09-12	No	High Sch	Reward										
145155	Daviess County	Audubon Elementary School	00-05	Yes	Elementary	Focus						Yes				
145150	Daviess County	College View Middle School	06-08	No	Middle Sch	Focus						Yes				
145010	Daviess County	Courty Heights Elementary School	00-05	No	Elementary	Needs Improvement						Yes				
145020	Daviess County	Daviess County High School	09-12	No	High Sch	Focus										
145040	Daviess County	Daviess County Middle School	06-08	No	Middle Sch	Proficient									Yes	
145007	Daviess County	Deer Park Elementary School	00-05	Yes	Elementary	Proficient									Yes	
145145	Daviess County	East View Elementary School	00-05	Yes	Elementary	Reward	Yes									
145008	Daviess County	F T Burns Elementary School	00-05	Yes	Elementary	Reward	Yes									
145025	Daviess County	F T Burns Middle School	06-08	No	Middle Sch	Focus						Yes				
145006	Daviess County	Highland Elementary School	00-05	No	Elementary	Proficient									Yes	
145070	Daviess County	Meadow Lands Elementary School	00-05	Yes	Elementary	Focus										
145011	Daviess County	Sorgho Elementary School	00-05	Yes	Elementary	Needs Improvement										
145095	Daviess County	Southern Oaks Elementary School	00-05	Yes	Elementary	Needs Improvement										
145130	Daviess County	Tamarack Elementary School	00-05	Yes	Elementary	Needs Improvement										
145130	Daviess County	West Louisville Elementary School	00-05	Yes	Elementary	Proficient										Yes

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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						Yes				
146018	Dawson Springs Independent	Dawson Springs Jr. High/High School	07-12	Yes	High Sch	Reward								Yes		
147010	Dayton Independent	Dayton High School	07-12	Yes	Middle Sch	Priority School		Yes								
147010	Dayton Independent	Dayton High School	07-12	Yes	High Sch	Priority School		Yes								
147030	Dayton Independent	Lincoln Elementary School	00-06	Yes	Elementary	Focus										
149010	East Bernstadt Independent	East Bernstadt Elementary School	00-08	Yes	Elementary	Focus			Yes							
149010	East Bernstadt Independent	East Bernstadt Elementary School	00-08	Yes	Middle Sch	Focus			Yes							
151022	Edmonson County	Edmonson County 5/6 Center	05-06	Yes	Elementary	Focus										
151060	Edmonson County	Edmonson County High School	09-12	No	High Sch	Needs Improvement		Yes								
151050	Edmonson County	Edmonson County Middle School	07-08	Yes	Middle Sch	Reward		Yes								
151080	Edmonson County	Kyrock Elementary School	00-04	Yes	Elementary	Proficient										Yes
151020	Edmonson County	South Edmonson Elementary School	00-04	Yes	Elementary	Reward										Yes
152010	Elizabethtown Independent	Elizabethtown High School	00-05	Yes	High Sch	Proficient		Yes								Yes
152015	Elizabethtown Independent	Elizabethtown High School	00-05	Yes	Elementary	Focus										Yes
152020	Elizabethtown Independent	Helmwood Heights Elementary School	00-05	Yes	Elementary	Focus						Yes				Yes
152035	Elizabethtown Independent	Morningside Elementary School	06-08	No	Middle Sch	Focus						Yes				Yes
155280	Elliot County	Talton K Stone Middle School	07-12	No	Middle Sch	Reward		Yes								Yes
155280	Elliot County	Elliot County High School	07-12	No	High Sch	Needs Improvement										Yes
155140	Elliot County	Elliot County High School	00-06	Yes	Elementary	Focus		Yes								Yes
155160	Elliot County	Lakeside Elementary School	00-06	Yes	Elementary	Focus		Yes								Yes
155270	Elliot County	Sandy Hook Elementary School	00-06	Yes	Elementary	Focus		Yes								Yes
156020	Eminence Independent	Eminence Elementary School	00-04	Yes	Elementary	Focus						Yes				Yes
156010	Eminence Independent	Eminence High School	05-12	Yes	Middle Sch	Needs Improvement						Yes				Yes
156010	Eminence Independent	Eminence High School	05-12	Yes	High Sch	Reward		Yes								Yes
157005	Erlanger-Elsmere Independent	Arnatt Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes
157010	Erlanger-Elsmere Independent	Howell Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes
157003	Erlanger-Elsmere Independent	Lindeman Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes
157030	Erlanger-Elsmere Independent	Lloyd High School	09-12	No	High Sch	Needs Improvement										Yes
157050	Erlanger-Elsmere Independent	Miles Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes
157060	Erlanger-Elsmere Independent	Tichenor Middle School	06-08	No	Middle Sch	Needs Improvement						Yes				Yes
161090	Estill County	Tichenor Middle School	06-08	No	Middle Sch	Focus										Yes
161085	Estill County	Estill County High School	09-12	No	High Sch	Needs Improvement										Yes
161011	Estill County	Estill County Middle School	06-08	No	Middle Sch	Focus		Yes								Yes
161280	Estill County	Estill Springs Elementary	01-05	Yes	Elementary	Focus										Yes
162011	Fairview Independent	West Irvine Elementary	01-05	Yes	Elementary	Focus										Yes
162020	Fairview Independent	Fairview Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes
162020	Fairview Independent	Fairview High School	06-12	Yes	Middle Sch	Reward		Yes								Yes
165005	Fayette County	Fairview High School	06-12	Yes	High Sch	Needs Improvement										Yes
165007	Fayette County	Arlington Elementary School	00-05	Yes	Elementary	Focus										Yes
165045	Fayette County	Ashland Elementary School	00-05	Yes	Elementary	Needs Improvement			Yes							Yes
165015	Fayette County	Athens-Chilesburg Elementary	00-05	No	Elementary	Proficient										Yes
165046	Fayette County	Beaumont Middle School	06-08	No	Middle Sch	Focus		Yes								Yes
165170	Fayette County	Booker T. Washington Academy Elementary	00-05	Yes	Elementary	Focus						Yes				Yes
165170	Fayette County	Bryan Station High School	09-12	Yes	High Sch	Priority School		Yes								Yes

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							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										
165120	Fayette County	Clays Mill Elementary School	00-05	No	Elementary	Proficient	Yes									Yes
165025	Fayette County	Crawford Middle School	06-08	Yes	Middle Sch	Focus					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	Egypte Jones Hayes Middle School	06-08	No	Middle Sch	Focus					Yes					
165037	Fayette County	Garden Springs Elementary School	00-05	No	Elementary	Needs Improvement										
165150	Fayette County	Glendover Elementary School	00-05	Yes	Elementary	Proficient										
165038	Fayette County	Harrison Elementary School	00-05	Yes	Elementary	Focus	Yes				Yes				Yes	Yes
165039	Fayette County	Henry Clay High School	09-12	No	High Sch	Focus										
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
165620	Fayette County	Julius Marks Elementary School	00-05	Yes	Elementary	Proficient										Yes
165080	Fayette County	Lafayette High School	09-12	No	High Sch	Focus					Yes					Yes
165082	Fayette County	Lansdowne Elementary School	00-05	Yes	Elementary	Focus										Yes
165065	Fayette County	Leesdown Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes
165067	Fayette County	Lexington Trad Magnet School	06-08	Yes	Middle Sch	Focus					Yes					Yes
165057	Fayette County	Liberty Elementary	00-05	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	Meadowhoop Elementary School	00-05	No	Elementary	Proficient										Yes
165255	Fayette County	Meadowhoop Elementary School	00-05	No	Elementary	Proficient										Yes
165076	Fayette County	Millicreek Elementary School	00-05	Yes	Elementary	Focus					Yes					Yes
165077	Fayette County	Morton Middle School	06-08	No	Middle Sch	Proficient										Yes
165200	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
165052	Fayette County	Picadome Elementary School	00-05	No	Elementary	Reward					Yes					Yes
165090	Fayette County	Rosa Parks Elementary School	00-05	No	Elementary	Reward										Yes
165058	Fayette County	Russell Cave Elementary School	00-05	Yes	Elementary	Focus					Yes					Yes
165018	Fayette County	Sandersville Elementary	00-05	Yes	Elementary	Proficient										Yes
165018	Fayette County	Scapa At Bluegrass	04-08	No	Elementary	Reward										Yes
165081	Fayette County	Scapa At Bluegrass	04-08	No	Middle Sch	Reward										Yes
165225	Fayette County	Southern Elementary School	00-05	Yes	Elementary	Focus										Yes
165082	Fayette County	Southern Elementary School	06-08	No	Middle Sch	Focus					Yes					Yes
165085	Fayette County	Squires 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					Yes
165012	Fayette County	Tates Creek Middle School	06-08	Yes	Middle Sch	Focus										Yes
165056	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
165140	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
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School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	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	Flemingburg Elementary School	00-06	Yes	Elementary	Focus			Yes			Yes			
171060	Fleming County	Hillsboro Elementary School	00-06	Yes	Elementary	Reward	Yes					Yes		Yes	
171030	Fleming County	Simons Middle School	07-08	No	Middle Sch	Focus				Yes					
175025	Floyd County	Allen Central High School	09-12	Yes	High Sch	Needs Improvement						Yes		Yes	
175020	Floyd County	Allen Central Middle School	06-08	Yes	Middle Sch	Reward	Yes								
175020	Floyd County	Allen Elementary School	00-08	Yes	Elementary	Reward		Yes							
175020	Floyd County	Allen Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes			
175120	Floyd County	Betsy Layne Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes			
175120	Floyd County	Betsy Layne Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes			
175110	Floyd County	Betsy Layne High School	09-12	Yes	High Sch	Needs Improvement						Yes			
175450	Floyd County	James A. Duff Elementary School	00-05	Yes	Elementary	Proficient									
175440	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			Yes			
175485	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								
175640	Floyd County	McDowell Elementary School	00-05	Yes	Elementary	Proficient									
175019	Floyd County	Prestonsburg Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
175850	Floyd County	Prestonsburg Elementary School	09-12	Yes	Elementary	Needs Improvement						Yes			
175023	Floyd County	Prestonsburg High School	09-12	Yes	High Sch	Needs Improvement			Yes			Yes			
175995	Floyd County	South Floyd High School	06-08	Yes	High Sch	Focus						Yes			
176010	Fort Thomas Independent	South Floyd Middle School	00-05	Yes	Middle Sch	Needs Improvement						Yes			
176011	Fort Thomas Independent	W.D. Osborne Elementary School	09-12	Yes	Elementary	Needs Improvement						Yes		Yes	
176020	Fort Thomas Independent	Highlands High School	06-08	Yes	High Sch	Reward	Yes							Yes	
176030	Fort Thomas Independent	Highlands Middle School	00-05	No	Middle Sch	Reward	Yes							Yes	
176040	Fort Thomas Independent	Johnson Elementary School	00-05	No	Elementary	Reward	Yes							Yes	
177070	Frankfort Independent	Moyer Elementary School	00-05	Yes	Elementary	Reward	Yes							Yes	
177050	Frankfort Independent	Woodfill Elementary School	00-05	Yes	Elementary	Reward	Yes							Yes	
181015	Franklin County	Frankfort High School	07-12	Yes	Middle Sch	Needs Improvement						Yes			
181014	Franklin County	Frankfort High School	07-12	Yes	High Sch	Needs Improvement						Yes			
181025	Franklin County	Second Street School	00-06	Yes	Elementary	Focus				Yes					
181035	Franklin County	Bondurant Middle School	06-08	No	Middle Sch	Focus			Yes						
181030	Franklin County	Bridgeport Elementary School	00-05	Yes	Elementary	Focus				Yes					
181040	Franklin County	Collins Lane	00-05	Yes	Elementary	Needs Improvement						Yes			
181045	Franklin County	Elkhorn Elementary School	02-05	Yes	Elementary	Needs Improvement						Yes			
181050	Franklin County	Elkhorn Elementary School	06-08	No	Middle Sch	Needs Improvement						Yes			
181070	Franklin County	Elkhorn Middle School	09-12	No	High Sch	Focus			Yes						
185020	Fulton County	Hearn Elementary	02-05	Yes	Elementary	Focus						Yes			
185020	Fulton County	Peaks Mill Elementary	02-05	Yes	Elementary	Focus						Yes			
185030	Fulton County	Western Hills High School	09-12	No	High Sch	Needs Improvement				Yes					
185030	Fulton County	Westridge Elementary	00-05	Yes	Elementary	Focus						Yes			
185030	Fulton County	Fulton County Elementary/Middle School	00-08	Yes	Elementary	Needs Improvement						Yes			
185030	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			Yes			

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							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient
186018	Fulton Independent	Fulton Independent School	00-12	Yes	Elementary	Focus						Yes		
186018	Fulton Independent	Fulton Independent School	00-12	Yes	Middle Sch	Reward		Yes				Yes		
186018	Fulton Independent	Fulton Independent School	00-12	Yes	High Sch	Focus			Yes			Yes		
191020	Gallatin County	Gallatin County High School	09-12	No	High Sch	Needs Improvement						Yes		
191005	Gallatin County	Gallatin County Middle School	06-08	Yes	Middle Sch	Focus					Yes	Yes		
191006	Gallatin County	Gallatin County Upper Elementary	03-05	Yes	Elementary	Focus					Yes	Yes		
195050	Garrard County	Camp Dick Robinson Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
195060	Garrard County	Garrard County High School	09-12	No	High Sch	Focus					Yes	Yes		
195070	Garrard County	Garrard Middle School	06-08	Yes	Middle Sch	Needs Improvement					Yes	Yes		
195220	Garrard County	Lancaster Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
195090	Garrard County	Paint Lick Elementary School	00-05	Yes	Elementary	Proficient					Yes	Yes		
197030	Glasgow Independent	Glasgow High School	09-12	No	High Sch	Needs Improvement					Yes	Yes		
197035	Glasgow Independent	Glasgow Middle School	06-08	Yes	Middle Sch	Reward		Yes						Yes
197013	Glasgow Independent	Highland Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
197065	Glasgow Independent	South Green Elementary School	00-05	Yes	Elementary	Proficient					Yes	Yes		
201020	Grant County	Crittenden-Mt. Zion Elementary	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
201030	Grant County	Dry Ridge Elementary	00-05	Yes	Elementary	Focus					Yes	Yes		
201040	Grant County	Grant County High School	09-12	No	High Sch	Needs Improvement					Yes	Yes		
201080	Grant County	Grant County Middle School	06-08	No	Middle Sch	Focus					Yes	Yes		
201050	Grant County	Mason-Corinth Elementary	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
201016	Grant County	Sherman Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
205010	Graves County	Cuba Elementary School	00-06	Yes	Elementary	Proficient					Yes	Yes		
205040	Graves County	Fancy Farm Elementary School	00-06	Yes	Elementary	Proficient					Yes	Yes		
205060	Graves County	Farmington Elementary School	00-06	Yes	Elementary	Proficient					Yes	Yes		
205013	Graves County	Graves County Central Elementary	00-06	Yes	Elementary	Reward		Yes						Yes
205215	Graves County	Graves County High School	09-12	No	High Sch	Proficient		Yes						Yes
205100	Graves County	Graves County Middle School	07-08	No	Middle Sch	Focus					Yes	Yes		
205110	Graves County	Lowes Elementary School	00-06	Yes	Elementary	Needs Improvement					Yes	Yes		
205150	Graves County	Sedalia Elementary School	00-06	Yes	Elementary	Proficient					Yes	Yes		
205170	Graves County	Symsonia Elementary School	00-06	Yes	Elementary	Proficient					Yes	Yes		
205200	Graves County	Wingo Elementary School	00-06	Yes	Elementary	Needs Improvement					Yes	Yes		
211030	Grayson County	Caneyville Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
211080	Grayson County	Clarkson Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
211085	Grayson County	Grayson County High School	09-12	No	High Sch	Focus					Yes	Yes		
211095	Grayson County	Grayson County Middle School	06-08	Yes	Middle Sch	Proficient					Yes	Yes		
211010	Grayson County	H W Wilkey Elementary School	00-05	Yes	Elementary	Reward		Yes						Yes
211050	Grayson County	Oran P Lawler Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
215065	Green County	Green County High School	09-12	No	High Sch	Needs Improvement					Yes	Yes		
215040	Green County	Green County Intermediate School	03-05	Yes	Elementary	Reward					Yes	Yes		
215055	Green County	Green County Middle School	06-08	Yes	Middle Sch	Needs Improvement					Yes	Yes		
221010	Greenup County	Argillite Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
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					Yes	Yes		
221060	Greenup County	Mckell Elementary School	00-05	Yes	Elementary	Needs Improvement					Yes	Yes		
221105	Greenup County	Mckell Middle School	06-08	Yes	Middle Sch	Focus				Yes				Yes

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221110	Greenup County	Wurtland Elementary School	00-05	Yes	Elementary	Needs Improvement											
221024	Greenup County	Wurtland Middle School	06-08	Yes	Middle Sch	Focus				Yes							
225005	Hancock County	Hancock County High School	09-12	No	High Sch	Proficient											
225007	Hancock County	Hancock County Middle School	06-08	No	Middle Sch	Reward											
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											
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											
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											
231020	Hardin County	G C Burkhead Elementary School	00-05	Yes	Elementary	Focus											
231018	Hardin County	Heartland Elementary School	00-05	Yes	Elementary	Focus											
231030	Hardin County	Howe Valley Elementary School	00-05	Yes	Elementary	Needs Improvement											
231077	Hardin County	James T Alton Middle School	06-08	Yes	Middle Sch	Focus											
231013	Hardin County	John Hardin High School	09-12	Yes	High Sch	Reward				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							
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											
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											
231079	Hardin County	Radeliff Elementary School	01-05	Yes	Elementary	Focus											
231090	Hardin County	Rineyville Elementary School	00-05	Yes	Elementary	Reward				Yes							
231165	Hardin County	Vine Grove Elementary School	00-05	Yes	Elementary	Needs Improvement											
231168	Hardin County	West Hardin Middle School	01-05	Yes	Elementary	Proficient											
231008	Hardin County	Woodland Elementary School	06-08	Yes	Middle Sch	Focus											
235060	Harlan County	Black Mountain Elementary School	01-05	Yes	Elementary	Needs Improvement											
235060	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Needs Improvement											
235110	Harlan County	Black Mountain Elementary School	00-08	Yes	Middle Sch	Needs Improvement											
235110	Harlan County	Cawood Elementary School	00-08	Yes	Elementary	Reward				Yes							
235110	Harlan County	Cawood Elementary School	00-08	Yes	Elementary	Proficient											
235195	Harlan County	Cumberland Elementary School	00-08	Yes	Middle Sch	Needs Improvement											
235195	Harlan County	Cumberland Elementary School	00-08	Yes	Elementary	Needs Improvement											
235290	Harlan County	Evarts Elementary School	00-08	Yes	Middle Sch	Needs Improvement											
235290	Harlan County	Evarts Elementary School	00-08	Yes	Elementary	Needs Improvement											
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Middle Sch	Reward				Yes							
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Elementary	Focus											
235025	Harlan County	Green Hills Elementary School	00-08	Yes	Middle Sch	Needs Improvement											
235340	Harlan County	Green Hills Elementary School	09-12	No	High Sch	Needs Improvement											
235340	Harlan County	Harlan County High School	00-08	Yes	Elementary	Needs Improvement											
235340	Harlan County	James A. Cawood Elementary	00-08	Yes	Middle Sch	Needs Improvement											
235340	Harlan County	James A. Cawood Elementary	00-08	Yes	Elementary	Needs Improvement											
235540	Harlan County	Rosspoint Elementary School	00-08	Yes	Middle Sch	Needs Improvement											
235540	Harlan County	Rosspoint Elementary School	00-08	Yes	Elementary	Reward				Yes							
235540	Harlan County	Rosspoint Elementary School	00-08	Yes	Elementary	Reward				Yes							
235640	Harlan County	Wallins Elementary School	00-08	Yes	Middle Sch	Needs Improvement											
235640	Harlan County	Wallins Elementary School	00-08	Yes	Elementary	Needs Improvement											
235640	Harlan County	Wallins Elementary School	00-08	Yes	Middle Sch	Proficient											
236020	Harlan Independent	Harlan Elementary School	00-04	Yes	Elementary	Proficient											
236030	Harlan Independent	Harlan High School	05-12	Yes	Middle Sch	Proficient											

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							Rewards	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	09-12	No	High Sch	Focus					Yes			Yes		
241043	Harrison County	Harrison County Middle School	06-08	No	Middle Sch	Reward								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	Middle Sch	Needs Improvement								Yes		
245030	Hart County	Cub Run Elementary School	00-08	Yes	Elementary	Proficient										
245045	Hart County	Cub Run Elementary School	00-08	Yes	Middle Sch	Reward					Yes			Yes		Yes
245050	Hart County	Cub Run Elementary School	09-12	No	High Sch	Focus					Yes			Yes		Yes
245070	Hart County	Hart County High School	00-08	Yes	Elementary	Needs Improvement								Yes		
245050	Hart County	Legrande Elementary School	00-08	Yes	Middle Sch	Reward					Yes			Yes		Yes
245070	Hart County	Legrande Elementary School	00-08	Yes	Elementary	Needs Improvement										
245070	Hart County	Memorial Elementary School	00-08	Yes	Elementary	Needs Improvement										
245090	Hart County	Memorial Elementary School	00-08	Yes	Middle Sch	Needs Improvement								Yes		
245090	Hart County	Munfordville Elementary School	00-08	Yes	Middle Sch	Needs Improvement								Yes		
245080	Hart County	Munfordville Elementary School	00-08	Yes	Elementary	Proficient								Yes		
246010	Hazard Independent	Munfordville Elementary School	00-08	Yes	Middle Sch	Proficient								Yes		
246045	Hazard Independent	Hazard High School	09-12	Yes	High Sch	Needs Improvement								Yes		
246060	Hazard Independent	Roy G Eversole Middle School	06-08	Yes	Middle Sch	Needs Improvement								Yes		
251030	Henderson County	Walkertown Elementary School	00-04	Yes	Middle Sch	Needs Improvement								Yes		
251010	Henderson County	A B Chandler Elementary School	00-05	Yes	Elementary	Proficient								Yes		
251020	Henderson County	Bend Gate Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes		
251033	Henderson County	Cairo Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes		
251060	Henderson County	East Heights Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes		Yes
251065	Henderson County	Henderson County High School	09-12	No	High Sch	Reward						Yes		Yes		
251150	Henderson County	Henderson County North Middle School	06-08	Yes	Middle Sch	Focus						Yes				
251160	Henderson County	Henderson County South Middle School	06-08	Yes	Middle Sch	Needs Improvement								Yes		
251070	Henderson County	Jefferson Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes		
251091	Henderson County	Niagara Elementary School	00-05	Yes	Elementary	Proficient								Yes		
255010	Henderson County	South Heights Elementary School	00-05	Yes	Elementary	Reward					Yes			Yes		Yes
255020	Henry County	Spottsville Elementary School	00-05	Yes	Elementary	Proficient								Yes		
255035	Henry County	Campbellsburg Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes		
255038	Henry County	Eastern Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes		
255040	Henry County	Henry County High School	09-12	Yes	High Sch	Needs Improvement								Yes		
261020	Hickman County	Henry County Middle School	06-08	Yes	Middle Sch	Focus						Yes		Yes		
261050	Hickman County	New Castle Elementary School	00-05	Yes	Elementary	Reward								Yes		
261050	Hickman County	Hickman County Elementary School	00-06	Yes	Elementary	Focus					Yes			Yes		
265140	Hopkins County	Hickman County High School	07-12	Yes	Middle Sch	Needs Improvement						Yes		Yes		
265330	Hopkins County	Hickman County High School	06-08	Yes	High Sch	Reward								Yes		
265080	Hopkins County	Browning Springs Middle School	00-05	Yes	Middle Sch	Focus								Yes		
265110	Hopkins County	Earlington Elementary School	00-05	Yes	Elementary	Needs Improvement								Yes		
265130	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		Yes
265130	Hopkins County	Hopkins County Central High School	09-12	No	High Sch	Priority School					Yes			Yes		

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265075	Hopkins County	James Madison Middle School	06-08	Yes	Middle Sch	Needs Improvement							Yes			
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			
265185	Hopkins County	South Hopkins Middle School	06-08	Yes	Middle Sch	Proficient								Yes		
265280	Hopkins County	Southside Elementary School	00-05	Yes	Elementary	Needs Improvement							Yes			
265250	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			
265006	Hopkins County	West Hopkins School	00-08	Yes	Middle Sch	Focus		Yes					Yes			
271020	Jackson County	Jackson County High School	09-12	Yes	High Sch	Needs Improvement							Yes			
271025	Jackson County	Jackson County Middle School	06-08	Yes	Middle Sch	Needs Improvement							Yes			
271180	Jackson County	Mckee Elementary School	00-05	Yes	Elementary	Needs Improvement							Yes			
271280	Jackson County	Sand Gap Elementary School	00-05	Yes	Elementary	Focus				Yes			Yes			
271340	Jackson County	Tyner Elementary School	00-05	Yes	Elementary	Needs Improvement							Yes			
272011	Jackson Independent	Jackson City 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									
275018	Jefferson County Public School	Atherton High School	00-12	Yes	High Sch	Focus			Yes				Yes		Yes	
275185	Jefferson County Public School	Alkinson Academy	09-12	No	High Sch	Focus							Yes			
275127	Jefferson County Public School	Auburndale Elementary School	00-05	Yes	Elementary	Needs Improvement							Yes			
275044	Jefferson County Public School	Audubon Traditional Elem	00-05	Yes	Elementary	Focus							Yes			
275105	Jefferson County Public School	Ballard High	00-05	No	Elementary	Reward	Yes								Yes	
275040	Jefferson County Public School	Barret Traditional Middle	09-12	No	High Sch	Focus	Yes								Yes	
275055	Jefferson County Public School	Bates Elementary	06-08	No	Middle Sch	Reward	Yes								Yes	
275149	Jefferson County Public School	Blake Elementary	00-05	No	Elementary	Focus		Yes							Yes	
275225	Jefferson County Public School	Bloom Elementary	00-05	Yes	Elementary	Focus							Yes			
275091	Jefferson County Public School	Blue Lick Elementary	00-05	No	Elementary	Focus		Yes							Yes	
275094	Jefferson County Public School	Bowen Elementary	00-05	No	Elementary	Focus							Yes			
275260	Jefferson County Public School	Brandeis Elementary	00-05	No	Elementary	Focus							Yes			
275038	Jefferson County Public School	Breckinridge/Franklin Elementary	00-05	No	Elementary	Focus	Yes								Yes	
275165	Jefferson County Public School	Brown School	00-05	Yes	Elementary	Focus							Yes			
275165	Jefferson County Public School	Brown School	00-12	No	Elementary	Reward	Yes								Yes	
275165	Jefferson County Public School	Brown School	00-12	No	Middle Sch	Reward	Yes								Yes	
275045	Jefferson County Public School	Butler Traditional Tech High	00-12	No	High Sch	Reward	Yes								Yes	
275243	Jefferson County Public School	Byck Elementary	09-12	No	High Sch	Proficient									Yes	
275004	Jefferson County Public School	Camp Taylor Elementary	00-05	Yes	Elementary	Focus			Yes				Yes			
275005	Jefferson County Public School	Cane Run Elementary	00-05	Yes	Elementary	Focus			Yes				Yes			
275167	Jefferson County Public School	Carrithers Middle School	06-08	Yes	Elementary	Focus			Yes				Yes			
275680	Jefferson County Public School	Carter Elementary	00-05	Yes	Middle Sch	Focus							Yes			
275179	Jefferson County Public School	Central High School	00-05	No	Elementary	Needs Improvement							Yes			
275102	Jefferson County Public School	Chancey Elementary School	09-12	Yes	High Sch	Focus			Yes				Yes			
275046	Jefferson County Public School	Chenoweth Elementary School	00-05	No	Elementary	Focus							Yes			
275323	Jefferson County Public School	Cochran Elementary	00-05	Yes	Elementary	Focus							Yes			
275083	Jefferson County Public School	Cochrane Elementary	00-05	Yes	Elementary	Focus		Yes					Yes			
275660	Jefferson County Public School	Coleridge-Taylor Elementary	00-05	No	Elementary	Needs Improvement							Yes			

ATTACHMENT 9 - Table2: Reward, Priority and Focus Schools
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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			
275134	Jefferson County Public School	Klondike 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			
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	
275146	Jefferson County Public School	Low Elementary School	00-05	No	Elementary	Reward		Yes									Yes	
275107	Jefferson County Public School	Luhr Elementary	00-05	Yes	Elementary	Focus								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	Yes	Elementary	Focus						Yes			Yes			
275340	Jefferson County Public School	Mezysek Middle School	00-05	No	Elementary	Reward		Yes							Yes			
275024	Jefferson County Public School	Middletown Elementary	06-08	No	Middle Sch	Focus						Yes			Yes			
275147	Jefferson County Public School	Mill Creek Elementary	00-05	No	Elementary	Needs Improvement												
275099	Jefferson County Public School	Minors Lane Elementary	00-05	Yes	Elementary	Focus		Yes							Yes			
275155	Jefferson County Public School	Moore Traditional School	00-05	Yes	Elementary	Focus						Yes			Yes			
275159	Jefferson County Public School	Moore Traditional School	06-12	Yes	Middle Sch	Focus						Yes			Yes			
275155	Jefferson County Public School	Moore Traditional School	06-12	Yes	Middle Sch	Focus						Yes			Yes			
275159	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						Yes			Yes			
275096	Jefferson County Public School	Norton Elementary School	00-05	No	Middle Sch	Focus						Yes			Yes			
275027	Jefferson County Public School	Okolona Elementary School	00-05	No	Elementary	Focus						Yes			Yes			
275075	Jefferson County Public School	Pleasure Ridge Park High	00-05	Yes	Elementary	Focus						Yes			Yes			
275500	Jefferson County Public School	Portland Elementary	00-05	No	High Sch	Focus						Yes			Yes			
275128	Jefferson County Public School	Price Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275219	Jefferson County Public School	Ramsey Middle School	00-05	Yes	Elementary	Reward						Yes			Yes			
275081	Jefferson County Public School	Rangeland Elementary	06-08	No	Middle Sch	Focus		Yes							Yes			
275530	Jefferson County Public School	Roosevelt Perry Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275560	Jefferson County Public School	Rutherford Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275086	Jefferson County Public School	Sanders Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275063	Jefferson County Public School	Schaffner Elementary	00-05	No	Elementary	Proficient											Yes	
275580	Jefferson County Public School	Simple Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275073	Jefferson County Public School	Seneca High	09-12	Yes	High Sch	Priority School			Yes						Yes			
275097	Jefferson County Public School	Shacklette Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275610	Jefferson County Public School	Shelby Traditional Academy	00-05	Yes	Elementary	Focus						Yes			Yes			
275103	Jefferson County Public School	Slaughter Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275087	Jefferson County Public School	Smyrna Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275031	Jefferson County Public School	Southern High School	00-05	No	Elementary	Focus						Yes			Yes			
275064	Jefferson County Public School	St Matthews Elementary	09-12	Yes	High Sch	Priority School			Yes						Yes			
275071	Jefferson County Public School	Stonestreet Elementary	00-05	No	Elementary	Focus		Yes							Yes		Yes	
275211	Jefferson County Public School	Stopher Elementary	00-05	Yes	Elementary	Focus						Yes			Yes			
275144	Jefferson County Public School	Stuart Middle	00-05	No	Elementary	Proficient						Yes			Yes			
275590	Jefferson County Public School	The Academy @ Shawnee	06-08	Yes	Middle Sch	Priority School			Yes						Yes			
275090	Jefferson County Public School	Thomas Jefferson Middle	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			

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Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support				Categories		
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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			
275051	Jefferson County Public School	Waggener Traditional High School	09-12	Yes	High Sch	Priority School			Yes				Yes			
275089	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			
275084	Jefferson County Public School	Western High School	09-12	Yes	High Sch	Priority School			Yes				Yes			
275170	Jefferson County Public School	Western Middle	09-12	Yes	Middle Sch	Priority School			Yes				Yes			
275077	Jefferson County Public School	Westport Middle School	06-08	Yes	Middle Sch	Priority School			Yes				Yes			
275182	Jefferson County Public School	Wheatley Elementary	06-08	Yes	Middle Sch	Priority School			Yes				Yes			
275109	Jefferson County Public School	Wheeler Elementary	00-05	Yes	Elementary	Focus					Yes		Yes			
275067	Jefferson County Public School	Wilder Elementary	00-05	No	Elementary	Needs Improvement							Yes			
275066	Jefferson County Public School	Wilkinson Elementary	00-05	No	Elementary	Needs Improvement							Yes			
275117	Jefferson County Public School	Witt Elementary	00-05	Yes	Elementary	Focus					Yes		Yes			
275078	Jefferson County Public School	Zachary Taylor Elementary	00-05	Yes	Elementary	Needs Improvement					Yes		Yes			
276011	Jenkins Independent	Jenkins Independent School	00-05	No	Elementary	Focus					Yes		Yes			
276011	Jenkins Independent	Jenkins Independent School	00-12	Yes	Elementary	Reward		Yes					Yes			
276011	Jenkins Independent	Jenkins Independent School	00-12	Yes	Middle Sch	Focus					Yes		Yes			
276011	Jenkins Independent	Jenkins Independent School	00-12	Yes	High Sch	Needs Improvement							Yes			
281070	Jessamine County	Brookside Elementary School	00-12	Yes	High Sch	Reward							Yes			
281021	Jessamine County	East Jessamine High School	01-05	Yes	Elementary	Focus		Yes					Yes			
281025	Jessamine County	East Jessamine Middle School	09-12	No	High Sch	Focus							Yes			
281018	Jessamine County	Hattie C. Warner Elementary School	06-08	Yes	Middle Sch	Needs Improvement							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			
281019	Jessamine County	West Jessamine High School	01-05	Yes	Elementary	Needs Improvement							Yes			
281026	Jessamine County	West Jessamine Middle School	09-12	No	High Sch	Focus							Yes			
281090	Jessamine County	Wilmore Elementary School	06-08	Yes	Middle Sch	Proficient							Yes			
285075	Johnson County	Central Elementary School	01-05	Yes	Elementary	Proficient							Yes			
285100	Johnson County	Flat Gap Elementary School	00-06	Yes	Elementary	Reward		Yes					Yes			
285340	Johnson County	Highland Elementary School	00-06	Yes	Elementary	Needs Improvement							Yes			
285115	Johnson County	Johnson Central High School	09-12	No	High Sch	Needs Improvement							Yes			
285060	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			
285250	Johnson County	Porter Elementary School	00-06	Yes	Elementary	Proficient		Yes					Yes			
285320	Johnson County	W R Castle Memorial Elementary School	00-06	Yes	Elementary	Reward		Yes					Yes			
291005	Kenton County	Beechgrove Elementary School	00-06	Yes	Elementary	Proficient							Yes			
291040	Kenton County	Dixie Heights High School	00-05	Yes	Elementary	Needs Improvement							Yes			
291060	Kenton County	Ft Wright Elementary School	09-12	No	High Sch	Focus					Yes		Yes			
291020	Kenton County	James A Caywood Elementary School	00-05	Yes	Elementary	Needs Improvement							Yes			
291050	Kenton County	Kenton County	00-05	Yes	Elementary	Needs Improvement							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			
291006	Kenton County	River Ridge Elementary School	00-05	Yes	Elementary	Focus							Yes			
291080	Kenton County	Ryland Heights Elementary School	00-05	Yes	Elementary	Needs Improvement							Yes			

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							Rewards	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished	Highest Performing	High Progress	Needs Improvement	Proficient
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					Yes							
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					Yes							
291100	Kenton County	Taylor Mill Elementary School	00-05	No	Elementary	Needs Improvement												
291105	Kenton County	Taylor Mill Middle School	06-08	No	Middle Sch	Focus					Yes							
291495	Kenton County	Twenhofel Middle School	00-05	Yes	Middle Sch	Focus												
291108	Kenton County	White's Tower Elementary School	06-08	No	Middle Sch	Focus					Yes							
295035	Knott County	Woodland Middle School	00-08	Yes	Elementary	Focus					Yes							
295035	Knott County	Beaver Creek Elementary School	00-08	Yes	Middle Sch	Reward					Yes							
295100	Knott County	Beaver Creek Elementary School	00-08	Yes	Elementary	Focus												
295100	Knott County	Carr Creek Elementary School	00-08	Yes	Middle Sch	Needs Improvement												
295150	Knott County	Carr Creek Elementary School	00-12	Yes	Elementary	Focus					Yes							
295150	Knott County	Cordia School	00-12	Yes	Middle Sch	Needs Improvement												
295150	Knott County	Cordia School	00-12	Yes	Middle Sch	Needs Improvement												
295210	Knott County	Emmalena Elementary School	00-08	Yes	High Sch	Focus					Yes							
295210	Knott County	Emmalena Elementary School	00-08	Yes	Elementary	Focus					Yes							
295230	Knott County	Emmalena Elementary School	00-08	Yes	Middle Sch	Reward												
295230	Knott County	Hindman Elementary School	00-08	Yes	Elementary	Needs Improvement												
295255	Knott County	Hindman Elementary School	00-08	Yes	Middle Sch	Reward												
295255	Knott County	Hindman Elementary School	00-08	Yes	Elementary	Proficient												
295265	Knott County	Jones Fork Elementary School	00-08	Yes	Middle Sch	Reward					Yes							
295265	Knott County	Jones Fork Elementary School	00-08	Yes	Middle Sch	Reward					Yes							
301071	Knox County	Jones Fork Elementary School	00-06	Yes	High Sch	Reward												
301170	Knox County	Central Elementary School	00-06	Yes	Elementary	Needs Improvement												
301240	Knox County	Dewitt Elementary School	00-06	Yes	Elementary	Proficient												
301320	Knox County	Flat Lick Elementary School	00-06	Yes	Elementary	Needs Improvement												
301260	Knox County	G R Hampton Elementary School	00-06	Yes	Elementary	Focus					Yes							
301430	Knox County	Girdler Elementary School	00-06	Yes	Elementary	Needs Improvement												
301410	Knox County	Jesse D Lay Elementary School	00-06	Yes	Elementary	Proficient												
301023	Knox County	Knox Central High School	09-12	Yes	High Sch	Priority School					Yes							
301450	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					Yes							
305015	Larue County	Lynn Camp Schools	00-12	Yes	High Sch	Needs Improvement												
305030	Larue County	Abraham Lincoln Elementary School	00-05	Yes	Elementary	Needs Improvement												
305040	Larue County	Hodgenville Elementary School	00-05	Yes	Elementary	Needs Improvement												
305045	Larue County	Larue County High School	09-12	No	High Sch	Proficient												
311030	Laurel County	Larue County Middle School	06-08	No	Middle Sch	Reward												
311055	Laurel County	Bush Elementary School	00-05	Yes	Elementary	Reward					Yes							
311430	Laurel County	Camp Ground Elementary School	00-05	Yes	Elementary	Needs Improvement												
311070	Laurel County	Cold Hill Elementary School	00-05	Yes	Elementary	Proficient												
311130	Laurel County	Colony Elementary School	00-05	Yes	Elementary	Needs Improvement												
311175	Laurel County	Hazel Green Elementary School	00-05	Yes	Elementary	Focus												
311165	Laurel County	Hunter Hills Elementary School	00-05	Yes	Elementary	Proficient												
311180	Laurel County	Johnson Elementary School	00-05	Yes	Elementary	Needs Improvement												
311180	Laurel County	Keavy Elementary School	00-05	Yes	Elementary	Needs Improvement												

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							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			Yes	
311205	Laurel County	North Laurel High School	09-12	No	High Sch	Focus							Yes			Yes	
311200	Laurel County	North Laurel Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes	
311210	Laurel County	South Laurel High School	09-12	No	High Sch	Focus							Yes			Yes	
311040	Laurel County	South Laurel Middle School	06-08	Yes	Middle Sch	Focus							Yes			Yes	
311018	Laurel County	Sublimity Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
311018	Laurel County	Sublimity Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
315030	Lawrence County	Wyan-Pine Grove Elementary	00-08	Yes	Elementary	Focus						Yes				Yes	
315030	Lawrence County	Blaine Elementary School	00-08	Yes	Middle Sch	Focus						Yes				Yes	
315150	Lawrence County	Fallsburg Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
315150	Lawrence County	Fallsburg Elementary School	00-08	Yes	Middle Sch	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					Yes			
315200	Lawrence County	Louisa East Elementary School	02-05	Yes	Elementary	Needs Improvement										Yes	
315200	Lawrence County	Louisa Middle School	06-08	No	Middle Sch	Focus			Yes							Yes	
321010	Lee County	Beattyville Elementary	00-05	Yes	Elementary	Reward							Yes			Yes	
321050	Lee County	Lee County High School	09-12	Yes	High Sch	Priority School			Yes							Yes	
321055	Lee County	Lee County Middle School	06-08	Yes	Middle Sch	Needs Improvement				Yes						Yes	
321100	Lee County	Southside Elementary School	00-05	Yes	Elementary	Reward							Yes			Yes	
325280	Leslie County	Hayes Lewis Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
325350	Leslie County	Leslie County High School	09-12	No	High Sch	Priority School			Yes							Yes	
325335	Leslie County	Leslie County Middle School	07-08	Yes	Middle Sch	Proficient										Yes	
325570	Leslie County	Stinnett Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
325420	Leslie County	Mountain View Elementary	00-06	Yes	Elementary	Reward			Yes							Yes	
331210	Letcher County	W B Muncy Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
331210	Letcher County	Arile Boggs Elementary School	00-08	Yes	Elementary	Reward			Yes							Yes	
331125	Letcher County	Arile 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	
331125	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	
331380	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	
331250	Letcher County	Fleming Neon Elementary School	00-08	Yes	Middle Sch	Needs Improvement					Yes					Yes	
331056	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	
331350	Letcher County	Letcher Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
331425	Letcher County	Martha Jane Potter Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
331425	Letcher County	Martha Jane Potter Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
331650	Letcher County	Martha Jane Potter Elementary School	00-05	Yes	Elementary	Reward			Yes							Yes	
331710	Letcher County	West Whitesburg Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
335040	Lewis County	Whitesburg Middle School	00-06	Yes	Middle Sch	Needs Improvement										Yes	
335090	Lewis County	Garrison Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
335090	Lewis County	Laurel Elementary School	00-06	Yes	Elementary	Focus				Yes						Yes	
335085	Lewis County	Lewis County Central Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
335120	Lewis County	Lewis County High School	09-12	No	High Sch	Proficient										Yes	
335100	Lewis County	Lewis County Middle School	06-08	Yes	Middle Sch	Focus							Yes			Yes	
335140	Lewis County	Tollersboro Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	

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							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished
341040	Lincoln County	Crab Orchard Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
341050	Lincoln County	Highland Elementary School	00-05	Yes	Elementary	Proficient							Yes		
341070	Lincoln County	Hustonsville Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
341095	Lincoln County	Lincoln County High School	09-12	No	High Sch	Priority School		Yes			Yes				
341065	Lincoln County	Lincoln County Middle School	07-08	No	Middle Sch	Needs Improvement						Yes			
341023	Lincoln County	Lloyd McGuffey Sixth Grade Center	06-06	Yes	Middle Sch	Proficient						Yes			
341100	Lincoln County	Mckinney Elementary School	00-05	Yes	Elementary	Proficient						Yes			
341130	Lincoln County	Stanford Elementary School	00-05	Yes	Elementary	Focus			Yes			Yes			
341150	Lincoln County	Waynesburg Elementary School	00-05	Yes	Elementary	Focus			Yes			Yes			
345050	Livingston County	Livingston Central High School	09-12	No	High Sch	Priority School		Yes				Yes			
345065	Livingston County	Livingston County Middle School	07-08	Yes	Middle Sch	Focus			Yes			Yes			
345020	Livingston County	North Livingston Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes			
345021	Livingston County	South Livingston Elementary School	00-06	Yes	Elementary	Focus						Yes			
351011	Logan County	Adairville Elementary School	00-08	Yes	Elementary	Proficient						Yes			
351011	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	
351012	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			
351013	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			
351014	Logan County	Lewisburg Elementary School	00-08	Yes	Middle Sch	Reward	Yes							Yes	
351140	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	Needs Improvement						Yes			
361020	Lyon County	Lyon County Elementary School	00-05	Yes	Elementary	Proficient						Yes			
361070	Lyon County	Lyon County High School	09-12	No	High Sch	Proficient						Yes			
361023	Lyon County	Lyon County Middle School	06-08	Yes	Middle Sch	Proficient						Yes			
365021	Madison County	B. Michael Caudill Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes			
365010	Madison County	Clark Moores Middle School	06-08	Yes	Middle Sch	Focus					Yes				
365015	Madison County	Daniel Boone Elementary School	00-05	Yes	Elementary	Focus			Yes			Yes			
365140	Madison County	Foley Middle School	06-08	Yes	Middle Sch	Focus			Yes			Yes			
365018	Madison County	Glenn R. Marshall Elementary School	00-05	Yes	Elementary	Focus						Yes			
365030	Madison County	Kingston Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
365040	Madison County	Kirksville Elementary School	00-05	Yes	Elementary	Proficient						Yes			
365045	Madison County	Kit Carson Elementary School	00-05	Yes	Elementary	Proficient						Yes			
365050	Madison County	Madison Central High School	09-12	No	High Sch	Focus			Yes			Yes			
365020	Madison County	Madison Middle School	06-08	Yes	Middle Sch	Focus			Yes			Yes			
365150	Madison County	Madison Southern High School	09-12	No	High Sch	Focus			Yes			Yes			
365005	Madison County	Mayfield Elementary School	00-05	Yes	Elementary	Focus						Yes			
365450	Madison County	Model Laboratory Elementary School	00-05	No	Elementary	Proficient			Yes					Yes	
365460	Madison County	Model Laboratory High School	09-12	No	High Sch	Reward	Yes							Yes	
365455	Madison County	Model Laboratory Middle School	06-08	No	Middle Sch	Reward	Yes							Yes	
365007	Madison County	Model Laboratory Middle School	00-05	Yes	Elementary	Reward	Yes					Yes			
365100	Madison County	Shannon Johnson Elementary School	00-05	Yes	Elementary	Reward						Yes			
365120	Madison County	Silver Creek Elementary School	00-05	Yes	Elementary	Focus						Yes			
365120	Madison County	Waco Elementary School	00-05	Yes	Elementary	Focus						Yes			

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Table 2: Reward, Priority and Focus Schools
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School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	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									Yes	
371175	Magoffin County	Herald Whitaker Middle School	07-08	Yes	Middle Sch	Needs Improvement									Yes	
371370	Magoffin County	Magoffin County High School	09-12	No	High Sch	Needs Improvement									Yes	
371172	Magoffin County	North Magoffin Elementary	00-06	Yes	Elementary	Needs Improvement									Yes	
371360	Magoffin County	Salyersville Grade School	00-06	Yes	Elementary	Needs Improvement									Yes	
371173	Magoffin County	South Magoffin Elementary	00-06	Yes	Elementary	Focus			Yes						Yes	
375020	Marion County	Calvary Elementary School	00-05	Yes	Elementary	Reward									Yes	Yes
375040	Marion County	Glasscock Elementary School	00-05	Yes	Elementary	Reward			Yes						Yes	
375210	Marion County	Lebanon Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes	
375220	Marion County	Lebanon Middle School	06-08	Yes	Middle Sch	Needs Improvement									Yes	
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	
381011	Marshall County	Benton Elementary School	00-05	Yes	Elementary	Proficient									Yes	
381015	Marshall County	Benton Middle School	00-05	Yes	Elementary	Proficient									Yes	
381040	Marshall County	Calvert City Elementary School	06-08	Yes	Middle Sch	Reward			Yes						Yes	
381010	Marshall County	Central Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes	
381085	Marshall County	Jonathan Elementary School	00-05	Yes	Elementary	Reward			Yes						Yes	
381088	Marshall County	Marshall County High School	00-05	Yes	Elementary	Reward			Yes						Yes	
381090	Marshall County	North Marshall Middle School	09-12	No	High Sch	Focus						Yes			Yes	
381100	Marshall County	Sharpe Elementary School	06-08	Yes	Middle Sch	Proficient									Yes	
381105	Marshall County	South Marshall Elementary School	00-05	Yes	Elementary	Proficient									Yes	
381110	Marshall County	South Marshall Middle School	00-05	Yes	Elementary	Needs Improvement									Yes	
385051	Martin County	Eden Elementary School	06-08	Yes	Middle Sch	Proficient									Yes	
385120	Martin County	Inez Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes	
385125	Martin County	Inez Middle School	00-05	Yes	Elementary	Reward			Yes						Yes	
385250	Martin County	Sheldon Clark High School	06-08	Yes	Middle Sch	Reward			Yes						Yes	
385300	Martin County	Warfield Elementary School	09-12	No	High Sch	Priority School				Yes					Yes	
385320	Martin County	Warfield Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes	
391030	Mason County	Warfield Middle School	06-08	Yes	Middle Sch	Needs Improvement									Yes	
391011	Mason County	Mason County High School	09-12	No	High Sch	Reward				Yes					Yes	
391050	Mason County	Mason County Intermediate School	03-05	Yes	Elementary	Proficient									Yes	
392031	Mayfield Independent	Mason County Middle School	06-08	No	Middle Sch	Proficient									Yes	
392060	Mayfield Independent	Mayfield Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes	
392065	Mayfield Independent	Mayfield High School	09-12	No	High Sch	Reward			Yes						Yes	
395010	Mccracken County	Mayfield Middle School	06-08	No	Middle Sch	Focus						Yes			Yes	
395025	Mccracken County	Concord Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes	
395120	Mccracken County	Farley Elementary School	00-05	Yes	Elementary	Focus									Yes	
395050	Mccracken County	Health Elementary School	00-05	Yes	Elementary	Proficient									Yes	
395055	Mccracken County	Health High School	09-12	No	High Sch	Needs Improvement									Yes	
395065	Mccracken County	Health Middle School	06-08	Yes	Middle Sch	Focus						Yes			Yes	
395080	Mccracken County	Hendron Lone Oak Elementary School	00-05	Yes	Elementary	Focus						Yes			Yes	
395070	Mccracken County	Lone Oak Elementary School	00-05	Yes	Elementary	Proficient									Yes	
395085	Mccracken County	Lone Oak High School	09-12	No	High Sch	Proficient									Yes	
395100	Mccracken County	Lone Oak Middle School	06-08	Yes	Middle Sch	Focus						Yes			Yes	
		Reidland Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes	

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
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Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Categories			
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished	
435070	Montgomery County	McNabb Middle School	06-08	No	Middle Sch	Focus										
435040	Montgomery County	Montgomery County High School	09-12	No	High Sch	Focus										
435050	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										
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									Yes
441015	Morgan County	Morgan Central Elementary School	00-05	Yes	Elementary	Reward		Yes								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										Yes
445030	Muhlenberg County	Central City Elementary	00-05	Yes	Elementary	Needs Improvement										Yes
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 Elementary	00-05	Yes	Elementary	Needs Improvement										
445150	Muhlenberg County	Muhlenberg County High School	09-12	No	High Sch	Focus										
445012	Muhlenberg County	Muhlenberg North Middle	06-08	No	Middle Sch	Proficient										
445045	Muhlenberg County	Muhlenberg South Elementary	00-05	Yes	Elementary	Reward	Yes									Yes
446020	Murray Independent	Muhlenberg South Middle School	06-08	No	Middle Sch	Needs Improvement										
446050	Murray Independent	Murray Elementary School	00-03	Yes	Elementary	Reward	Yes	Yes								Yes
446030	Murray Independent	Murray High School	09-12	No	High Sch	Reward	Yes	Yes								Yes
446030	Murray Independent	Murray Middle School	04-08	Yes	Elementary	Focus										
451013	Nelson County	Bloomfield Elementary School	00-05	Yes	Middle Sch	Reward	Yes									Yes
451010	Nelson County	Bloomfield Middle School	06-08	No	Middle Sch	Needs Improvement										
451030	Nelson County	Boston School	00-08	Yes	Elementary	Focus		Yes								
451030	Nelson County	Boston School	00-08	Yes	Middle Sch	Needs Improvement										
451050	Nelson County	Coxs Creek Elementary School	00-05	Yes	Elementary	Proficient										
451070	Nelson County	Foster Heights Elementary School	00-05	Yes	Elementary	Focus										
451100	Nelson County	Nelson County High School	09-12	No	High Sch	Focus										
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										
452040	Newport Independent	Newport Intermediate School	00-06	Yes	Elementary	Focus										
452080	Newport Independent	Newport Junior High School	07-09	Yes	Middle Sch	Focus										
452020	Newport Independent	Newport Primary School	00-03	Yes	Elementary	Focus										
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										
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										

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools
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School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Recognition and Support				Categories			
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient
461170	Ohio County	Southern Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes		
461190	Ohio County	Wayland Alexander Elementary School	00-06	Yes	Elementary	Proficient								
461200	Ohio County	Western Elementary School	00-06	Yes	Elementary	Needs Improvement								
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							
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	East Oldham Middle School	00-05	No	Elementary	Proficient								
465014	Oldham County	Goshen At Hillcrest Elementary School	00-05	No	Elementary	Reward	Yes						Yes	
465013	Oldham County	Harmony Elementary School	00-05	No	Elementary	Reward								
465030	Oldham County	Kenwood Station Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
465050	Oldham County	Lagrange Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
465028	Oldham County	Liberty Elementary School	00-05	Yes	Elementary	Reward						Yes		
465012	Oldham County	Locust Grove Elementary School	09-12	No	High Sch	Reward	Yes							Yes
465350	Oldham County	North Oldham High School	06-08	No	Middle Sch	Proficient								
465060	Oldham County	North Oldham Middle School	09-12	No	High Sch	Focus								
465070	Oldham County	Oldham County High School	06-08	Yes	Middle Sch	Focus	Yes							Yes
465085	Oldham County	Oldham County Middle School	06-08	Yes	Middle Sch	Focus								
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	Yes	Middle Sch	Focus								
471075	Owen County	Owen County Elementary School	03-05	Yes	Elementary	Needs Improvement								
471080	Owen County	Owen County High School	09-12	Yes	High Sch	Needs Improvement								
472010	Owensboro Independent	Cravens Elementary School	00-04	No	Elementary	Focus				Yes				
472030	Owensboro Independent	Estes Elementary School	00-04	Yes	Elementary	Focus				Yes				
472060	Owensboro Independent	Foust Elementary School	00-04	Yes	Elementary	Focus				Yes				
472100	Owensboro Independent	Newton Parrish Elementary School	00-04	Yes	Elementary	Reward	Yes							Yes
472110	Owensboro Independent	Owensboro High School	09-12	Yes	High Sch	Reward	Yes							Yes
472140	Owensboro Independent	Sutton Elementary School	00-04	No	Elementary	Focus								
475020	Owsley County	Owsley County Elementary School	00-06	Yes	Elementary	Reward	Yes							Yes
475080	Owsley County	Owsley County High School	07-12	Yes	Middle Sch	Needs Improvement								
475080	Owsley County	Owsley County High School	07-12	Yes	High Sch	Reward								
476020	Paducah Independent	Clark Elementary School	00-05	Yes	Elementary	Focus				Yes				
476080	Paducah Independent	McNabb Elementary School	00-05	Yes	Elementary	Focus				Yes				
476150	Paducah Independent	Morgan Elementary School	00-05	Yes	Elementary	Focus				Yes				
476010	Paducah Independent	Paducah Middle School	06-08	No	Middle Sch	Focus				Yes				
477010	Paintsville Independent	Paducah Tilghman High School	09-12	No	High Sch	Needs Improvement								
477010	Paintsville Independent	Paintsville Elementary School	00-06	Yes	Elementary	Needs Improvement								
477020	Paintsville Independent	Paintsville High School	07-12	No	Middle Sch	Needs Improvement								
477020	Paintsville Independent	Paintsville High School	07-12	No	High Sch	Reward	Yes							Yes
478010	Paris Independent	Paris Elementary School	00-05	Yes	Elementary	Needs Improvement								
478020	Paris Independent	Paris High School	09-12	No	High Sch	Needs Improvement								
478030	Paris Independent	Paris Middle School	06-08	Yes	Middle Sch	Focus								
481060	Pendleton County	Northern Elementary School	00-05	Yes	Elementary	Needs Improvement								
481070	Pendleton County	Pendleton County High School	09-12	No	High Sch	Proficient								Yes

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							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished	
481061	Pendleton County	Phillip Sharp Middle School	06-08	No	Middle Sch	Needs Improvement						Yes				
481080	Pendleton County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes				
485750	Perry County	Ab Combs Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes				
485750	Perry County	Ab Combs Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes				
485065	Perry County	Big Creek Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes				
485065	Perry County	Big Creek Elementary School	00-08	Yes	Middle Sch	Reward	Yes								Yes	
485130	Perry County	Buckhorn School	00-12	Yes	High Sch	Focus		Yes								
485150	Perry County	Chavies Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes				
485150	Perry County	Chavies Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes				
485235	Perry County	Dennis C Wooton Elementary School	00-06	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								
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	Middle Sch	Reward	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										
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	Beifry High School	09-12	No	High Sch	Needs Improvement										
491058	Pike County	Beifry Middle School	06-08	No	Middle Sch	Proficient										
491130	Pike County	Beifry Middle School	00-05	Yes	Elementary	Reward	Yes					Yes			Yes	
491160	Pike County	Beifry Elementary School	00-05	Yes	Elementary	Focus	Yes					Yes			Yes	
491250	Pike County	Blackberry Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes				
491250	Pike County	Dorton Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes				
491054	Pike County	Dorton Elementary School	00-08	Yes	Middle Sch	Proficient										
491300	Pike County	East Ridge High School	09-12	No	High Sch	Needs Improvement						Yes				
491300	Pike County	Elkhorn City Elementary School	00-08	Yes	Elementary	Reward	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	Focus	Yes				Yes				Yes	
491407	Pike County	Kimper Elementary School	00-06	Yes	Middle Sch	Reward	Yes				Yes				Yes	
491059	Pike County	Majestic Knox Creek Elementary School	00-08	Yes	Elementary	Focus	Yes				Yes				Yes	
491059	Pike County	Millard School	00-08	Yes	Elementary	Needs Improvement						Yes			Yes	
491059	Pike County	Millard School	00-08	Yes	Middle Sch	Needs Improvement						Yes			Yes	
491950	Pike County	Mullins Elementary School	00-08	Yes	Elementary	Reward										
491950	Pike County	Mullins Elementary School	00-08	Yes	Middle Sch	Reward						Yes				
491952	Pike County	Phelps Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes				
491954	Pike County	Phelps High School	07-12	No	Middle Sch	Reward										
491954	Pike County	Phelps High School	07-12	No	High Sch	Needs Improvement						Yes			Yes	
491190	Pike County	Pike County Central High School	09-12	No	High Sch	Needs Improvement						Yes			Yes	

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School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient
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		
491051	Pike County	Southside Elementary School	00-05	Yes	Elementary	Reward	Yes							
492020	Pikeville Independent	Pikeville Elementary School	00-06	Yes	Elementary	Focus				Yes			Yes	
492030	Pikeville Independent	Pikeville High School	07-12	No	Middle Sch	Needs Improvement						Yes		
493010	Pikeville Independent	Pikeville High School	07-12	No	High Sch	Reward	Yes							Yes
493020	Pineville Independent	Pineville Elementary School	00-06	Yes	Elementary	Focus		Yes				Yes		
493020	Pineville Independent	Pineville High School	07-12	Yes	Middle Sch	Proficient				Yes				
495010	Powell County	Bowen Elementary School	00-05	Yes	High Sch	Focus				Yes		Yes		
495020	Powell County	Clay City Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
495040	Powell County	Powell County High School	00-05	Yes	Elementary	Needs Improvement						Yes		
495015	Powell County	Powell County Middle School	09-12	No	High Sch	Needs Improvement						Yes		
495060	Powell County	Stanton Elementary School	06-08	No	Middle Sch	Focus				Yes		Yes		
501070	Pulaski County	Burnside Elementary School	00-05	Yes	Elementary	Reward	Yes					Yes		
501180	Pulaski County	Eubank Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
501280	Pulaski County	Nancy Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
501395	Pulaski County	Northern Middle School	00-05	Yes	Elementary	Proficient						Yes		
501420	Pulaski County	Oak Hill Elementary School	06-08	No	Middle Sch	Needs Improvement						Yes		
501380	Pulaski County	Pulaski County High School	00-05	Yes	Elementary	Proficient		Yes				Yes		
501385	Pulaski County	Pulaski County High School	09-12	No	High Sch	Priority School						Yes		
501440	Pulaski County	Pulaski Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
501570	Pulaski County	Shoptown Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
501390	Pulaski County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
501400	Pulaski County	Southern Middle School	06-08	No	Middle Sch	Focus				Yes		Yes		
502010	Raceland-Worthington Independent	Southwestern High School	09-12	No	High Sch	Focus				Yes		Yes		
502020	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		
502030	Raceland-Worthington Independent	Raceland-Worthington High School	07-12	No	High Sch	Reward	Yes					Yes		Yes
505010	Robertson County	Worthington Elementary School	04-06	Yes	Elementary	Focus			Yes			Yes		
511020	Rockcastle County	Deming School	00-12	Yes	Elementary	Focus			Yes			Yes		
511170	Rockcastle County	Brodhead Elementary School	00-05	Yes	Elementary	Reward	Yes							
511170	Rockcastle County	ML Vernon Elementary	00-05	Yes	Elementary	Needs Improvement						Yes		
511310	Rockcastle County	Rockcastle County High School	09-12	No	High Sch	Focus						Yes		
511100	Rockcastle County	Rockcastle County Middle School	06-08	No	Middle Sch	Proficient				Yes		Yes		
511320	Rockcastle County	Roundstone Elementary School	00-05	Yes	Elementary	Proficient						Yes		
515040	Rowan County	Clearfield 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	Rodburn Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes		
515210	Rowan County	Rowan County Middle School	06-08	No	Middle Sch	Focus				Yes		Yes		
515180	Rowan County	Rowan County Senior High School	09-12	No	High Sch	Focus						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		Yes		
521260	Russell County	Russell County Middle School	07-08	Yes	Middle Sch	Focus				Yes		Yes		
521230	Russell County	Russell Springs Elementary School	00-06	Yes	Elementary	Focus				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			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished
521250	Russell County	Salem Elementary School	00-06	Yes	Elementary	Proficient							Yes		
521290	Russell County	Union Chapel Elementary School	00-06	Yes	Elementary	Proficient							Yes		
522050	Russell Independent	Russell High School	09-12	No	High Sch	Reward	Yes	Yes					Yes		Yes
522060	Russell Independent	Russell Middle School	06-08	Yes	Middle Sch	Focus				Yes					
522011	Russell Independent	Russell Primary School	00-03	Yes	Elementary	Reward	Yes	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			Yes		
523030	Russellville Independent	Russellville Junior/Senior High School	07-12	No	Middle Sch	Focus		Yes					Yes		
523030	Russellville 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		
524010	Science Hill Independent	Science Hill Elementary School	00-08	Yes	Middle Sch	Proficient							Yes		
525012	Scott County	Science Hill Elementary School	00-05	Yes	Elementary	Needs Improvement							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	Needs Improvement							Yes		
525040	Scott County	Royal Spring Middle School	06-08	No	Middle Sch	Focus				Yes			Yes		
525060	Scott County	Scott County High School	10-12	No	High Sch	Focus				Yes			Yes		
525070	Scott County	Scott County Middle School	06-08	No	Middle Sch	Focus				Yes			Yes		
525050	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					Yes		
531065	Shelby County	Clear Creek Elementary	00-05	Yes	Elementary	Focus				Yes			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					Yes		
531080	Shelby County	Shelby County East Middle School	06-07	No	Middle Sch	Reward	Yes	Yes					Yes		Yes
531100	Shelby County	Shelby County West Middle School	06-07	No	Middle Sch	Focus		Yes					Yes		Yes
531015	Shelby County	Simpsonville Elementary	00-05	Yes	Elementary	Focus		Yes					Yes		
531130	Shelby County	Southside Elementary School	00-05	Yes	Elementary	Focus		Yes					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		
533012	Silver Grove Independent	Silver Grove School	00-12	Yes	Middle Sch	Focus			Yes				Yes		
535040	Simpson County	Silver Grove School	00-12	Yes	Middle 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			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					Yes		Yes
536090	Somerset Independent	Hopkins Elementary School	00-04	Yes	Elementary	Reward							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 Public School	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		

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	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	Taylorville Elementary School	00-05	Yes	Elementary	Reward	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							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					
551085	Todd County	Todd County Central High School	09-12	No	High Sch	Focus	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	Focus	Yes									
555014	Trigg County	Trigg County Intermediate School	03-05	Yes	Elementary	Needs Improvement	Yes									
555050	Trigg County	Trigg County Middle School	06-08	Yes	Middle Sch	Proficient	Yes							Yes		
561010	Trimble County	Bedford Elementary School	00-05	Yes	Elementary	Needs Improvement	Yes				Yes					
561020	Trimble County	Millon Elementary School	00-05	Yes	Elementary	Focus	Yes		Yes							
561030	Trimble County	Trimble County High School	09-12	No	High Sch	Focus	Yes			Yes						
561015	Trimble County	Trimble County Middle School	06-08	Yes	Middle Sch	Priority School	Yes									
565020	Union County	Morganfield Elementary School	00-05	Yes	Elementary	Focus	Yes				Yes					
565050	Union County	Sturgis Elementary School	00-05	Yes	Elementary	Reward	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	Union County High School	00-05	Yes	Elementary	Needs Improvement	Yes									
567010	Walton-Verona Independent	Uniontown Elementary School	00-04	Yes	Elementary	Reward	Yes				Yes					
567020	Walton-Verona Independent	Walton-Verona Elementary School	09-12	No	High Sch	Focus	Yes									
567015	Walton-Verona Independent	Walton-Verona High School	05-08	Yes	Middle Sch	Reward	Yes									
571010	Warren County	Walton-Verona Middle School	00-06	Yes	Elementary	Focus	Yes		Yes						Yes	
571015	Warren County	Alvaton Elementary	00-06	Yes	Elementary	Focus	Yes				Yes					
571040	Warren County	Brianwood 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	Needs Improvement	Yes									
571018	Warren County	Oakland Elementary	00-06	Yes	Elementary	Needs Improvement	Yes									
571140	Warren County	Piano Elementary	00-06	Yes	Elementary	Focus	Yes				Yes					
571150	Warren County	Rich Pond Elementary	00-06	No	Elementary	Focus	Yes				Yes					
571170	Warren County	Richardsville Elementary	00-06	Yes	Elementary	Needs Improvement	Yes									
571210	Warren County	Rockfield Elementary	00-06	Yes	Elementary	Needs Improvement	Yes									
571220	Warren County	Warren Central High School	09-12	No	High Sch	Needs Improvement	Yes									
571205	Warren County	Warren East High School	09-12	No	High Sch	Focus	Yes				Yes					
571200	Warren County	Warren East Middle School	07-08	Yes	Middle Sch	Focus	Yes				Yes					
571100	Warren County	Warren Elementary	00-06	Yes	Elementary	Focus	Yes							Yes		
575031	Washington 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					
575080	Washington County	North Washington Elementary School	00-08	Yes	Elementary	Focus	Yes				Yes					
575074	Washington County	Washington County Elementary School	00-05	Yes	Middle Sch	Reward	Yes							Yes		
575034	Washington County	Washington County High School	09-12	No	High Sch	Needs Improvement	Yes									
581437	Wayne County	Washington County Middle School	06-08	Yes	Middle Sch	Needs Improvement	Yes									
		Bell Elementary School	02-04	Yes	Elementary	Needs Improvement	Yes				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	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						Yes			
581200	Wayne County	Wayne County High School	09-12	No	High Sch	Needs Improvement						Yes			
581051	Wayne County	Wayne County Middle School	07-08	Yes	Middle Sch	Proficient								Yes	
585020	Webster County	Clay Elementary School	00-08	Yes	Elementary	Reward		Yes							
585020	Webster County	Clay Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes			
585050	Webster County	Dixon Elementary School	00-08	Yes	Elementary	Reward		Yes							
585050	Webster County	Dixon Elementary School	00-08	Yes	Middle Sch	Reward		Yes							
585060	Webster County	Providence Elementary School	00-08	Yes	Elementary	Needs Improvement		Yes							
585060	Webster County	Providence Elementary School	00-08	Yes	Middle Sch	Needs Improvement		Yes							
585090	Webster County	Sabree Elementary School	00-08	Yes	Elementary	Reward		Yes							
585090	Webster County	Sabree Elementary School	00-08	Yes	Middle Sch	Needs Improvement		Yes							
585110	Webster County	Slaughter Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes			
585110	Webster County	Slaughter Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes			
585130	Webster County	Slaughter Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes			
585130	Webster County	Slaughter Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes			
586010	West Point Independent	West Point Elementary School	09-12	No	High Sch	Proficient									
586010	West Point Independent	West Point Elementary School	00-08	Yes	Elementary	Focus			Yes						
591060	Whitley County	Boston Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes			
591290	Whitley County	Oak Grove Elementary School	00-06	Yes	Elementary	Reward		Yes							
591320	Whitley County	Pleasant View Elementary School	00-06	Yes	Elementary	Reward		Yes							
591061	Whitley County	Whitley Central Intermediate School	00-06	Yes	Elementary	Needs Improvement						Yes			
591062	Whitley County	Whitley County East Elementary School	03-06	Yes	Elementary	Proficient									
591430	Whitley County	Whitley County High School	00-06	Yes	Elementary	Reward		Yes							
591435	Whitley County	Whitley County High School	09-12	Yes	High Sch	Proficient									
591350	Whitley County	Whitley County Middle School	07-08	Yes	Middle Sch	Proficient									
592012	Williamsburg Independent	Williamsburg North Elementary School	00-06	Yes	Elementary	Needs Improvement									
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							
593010	Williamstown Independent	Williamstown Elementary	00-12	Yes	High Sch	Proficient									
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						
595310	Wolfe County	Williamstown Jr. Sr. High	06-12	No	High Sch	Reward		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							
601090	Woodford County	Wolfe County High School	07-08	Yes	Middle Sch	Needs Improvement						Yes			
601120	Woodford County	Wolfe County Middle School	00-05	Yes	Elementary	Reward		Yes							
601075	Woodford County	Huntertown Elementary School	00-05	Yes	Elementary	Focus					Yes				
601050	Woodford County	Northside Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
601050	Woodford County	Simmons Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes			
601084	Woodford County	Southside Elementary School	00-05	No	Elementary	Reward		Yes							Yes
601084	Woodford County	Woodford County High School	09-12	No	High Sch	Focus		Yes				Yes			Yes
601085	Woodford County	Woodford County Middle School	06-08	No	Middle Sch	Focus		Yes				Yes			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,

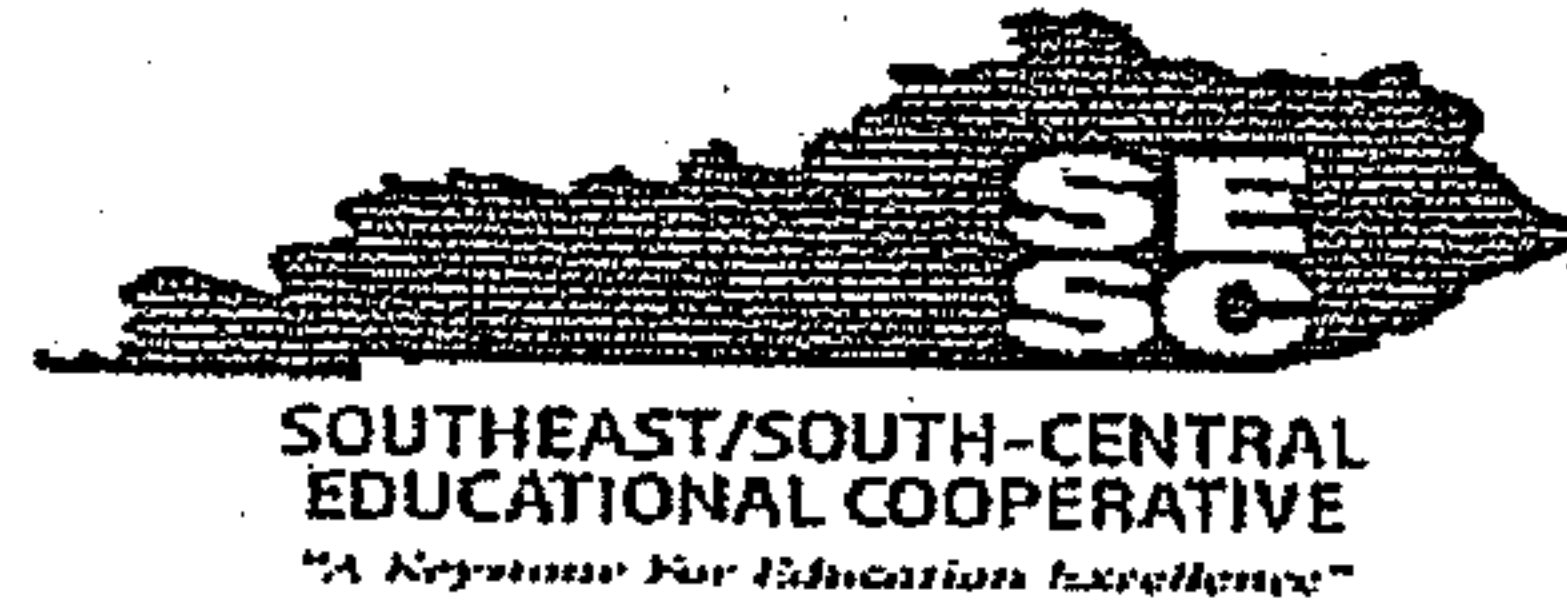

H. M. Snodgrass Ed. D
Chief Executive Officer
Central Kentucky Educational Cooperative



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P-12 School Partnerships
Mark Cleveland, Director
Sarah Evans, A & H Collaborative, Coordinator
mark.cleveland@eku.edu; sarah.evans@eku.edu



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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:

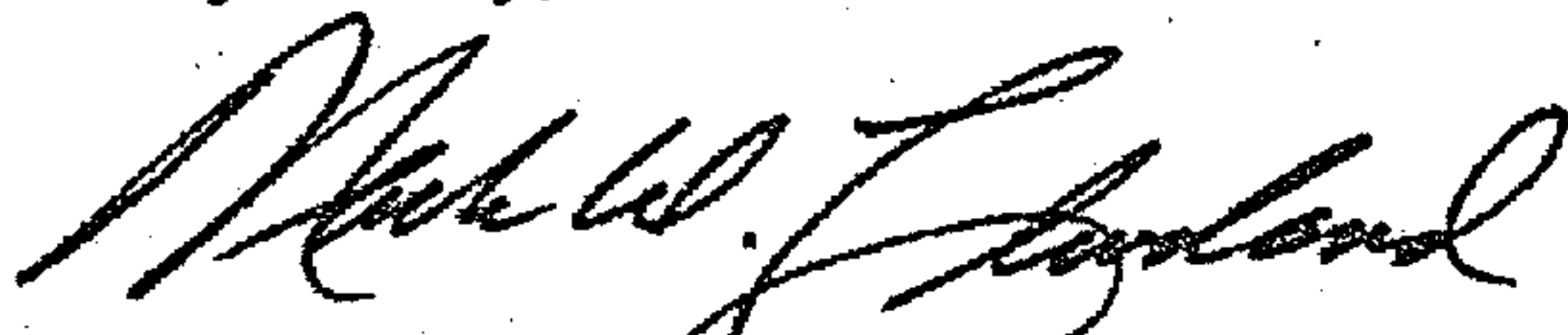
Please accept this letter of support for Kentucky's request to be waived from the federal statutory and regulatory requirements of No Child Left Behind (NCLB) legislation. The Southeast/South-Central Educational Cooperative (SESC), representing twenty-five regional school districts, is in unanimous support 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,


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

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Allen County
Barren County
Bowling Green Ind.
Breckinridge County
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Cumberland County
Daviess County
Edmonson County
Elizabethtown Ind.
Glasgow Ind.
Grayson County
Green County
Hancock County
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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 Meri 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 Johnston, 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
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Shelbyville, KY 40066
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<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.

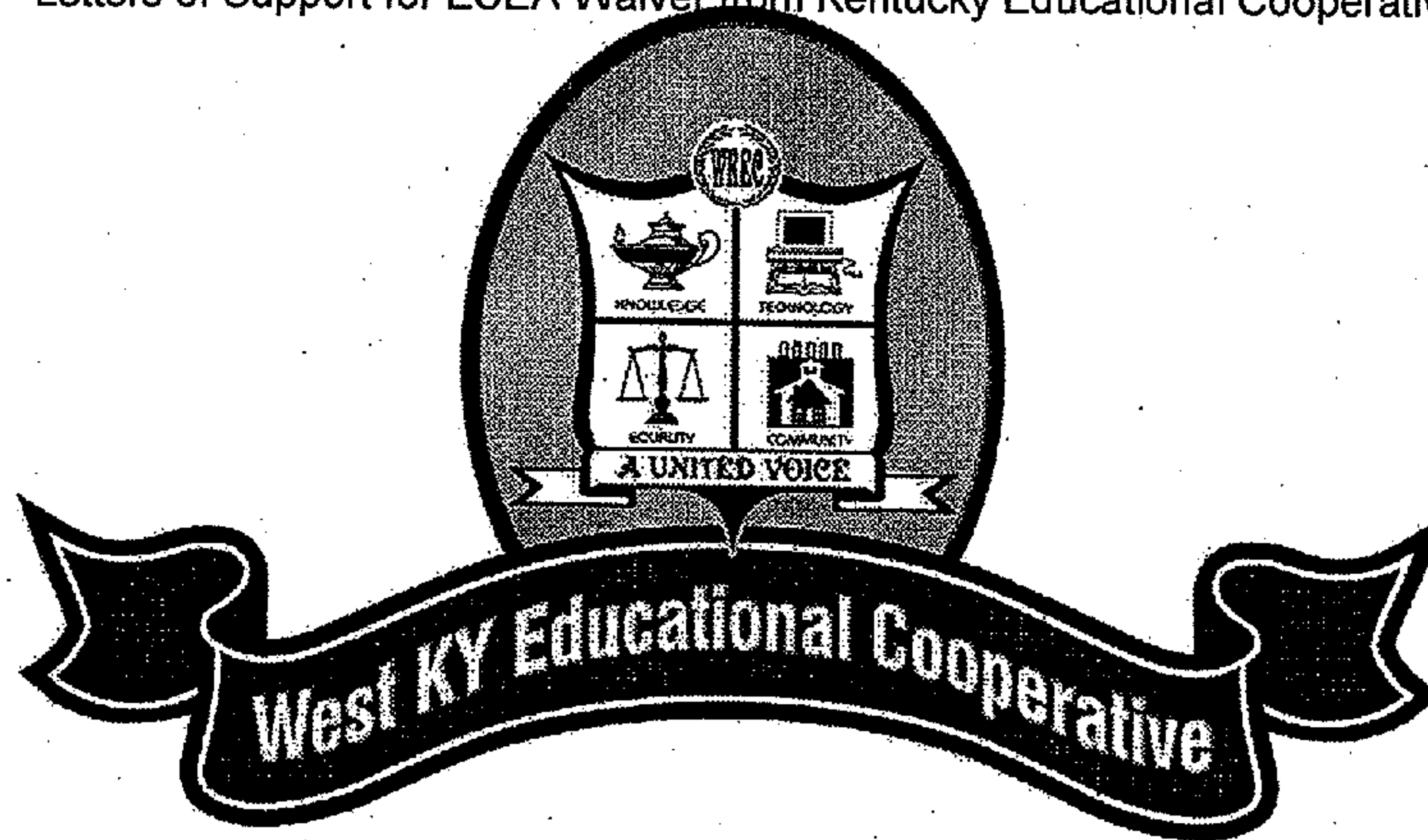
The proposed model for Kentucky's accountability system incorporates student growth as a measure of schools' progress. This measure ensures that schools strive to improve the academic progress of all students, whether they are behind or ahead of the pace for proficiency.

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

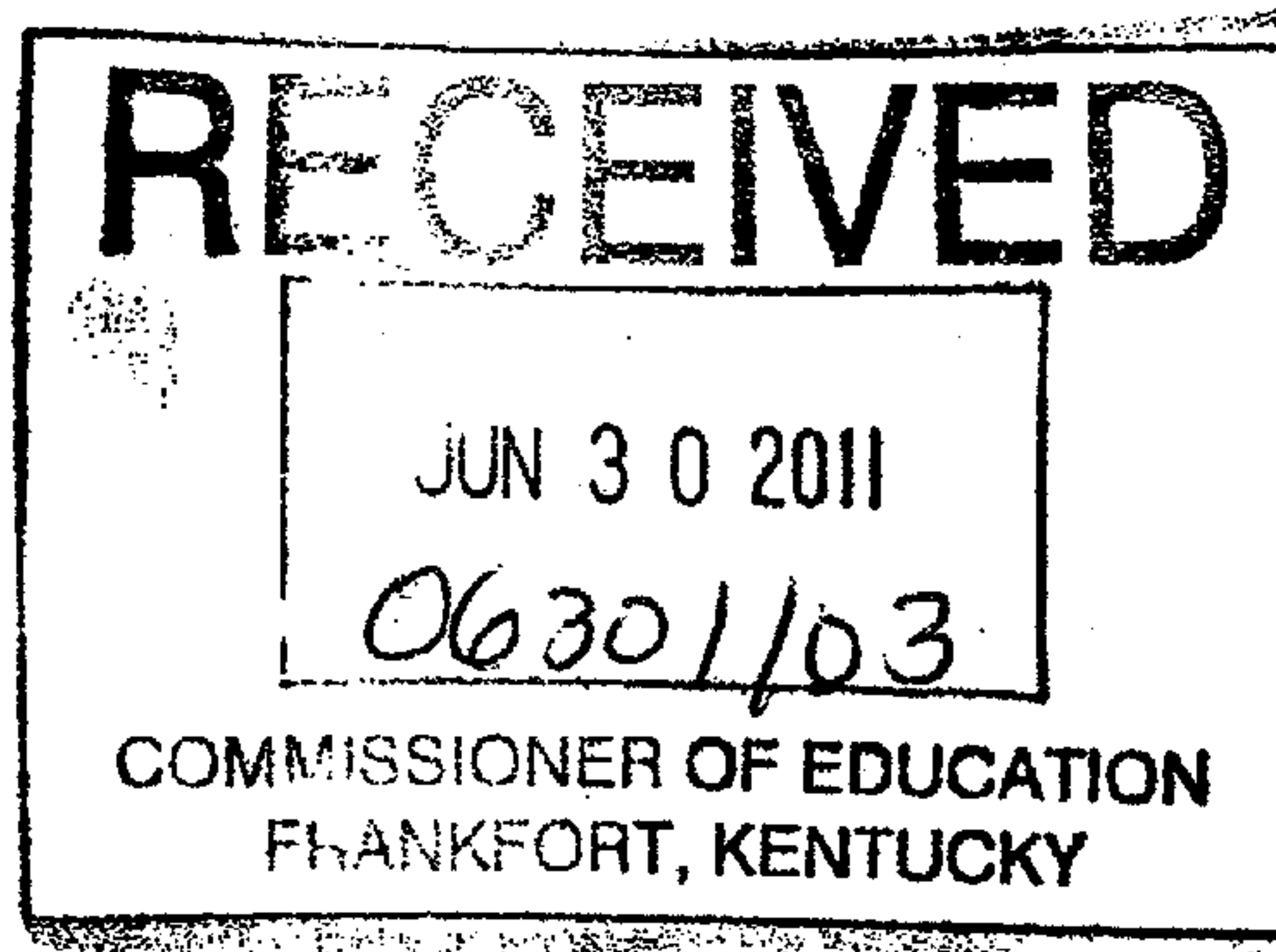
100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601
Phone: 502-564-4606 Fax: 502-564-7080
www.kyepsb.ky.gov

Steven L. Beshear
Governor

Phillip S. Rogers, Ed.D.
Executive Director

June 29, 2011

Dr. Terry Holliday
Kentucky Department of Education
500 Mero Street
Frankfort, KY 406701

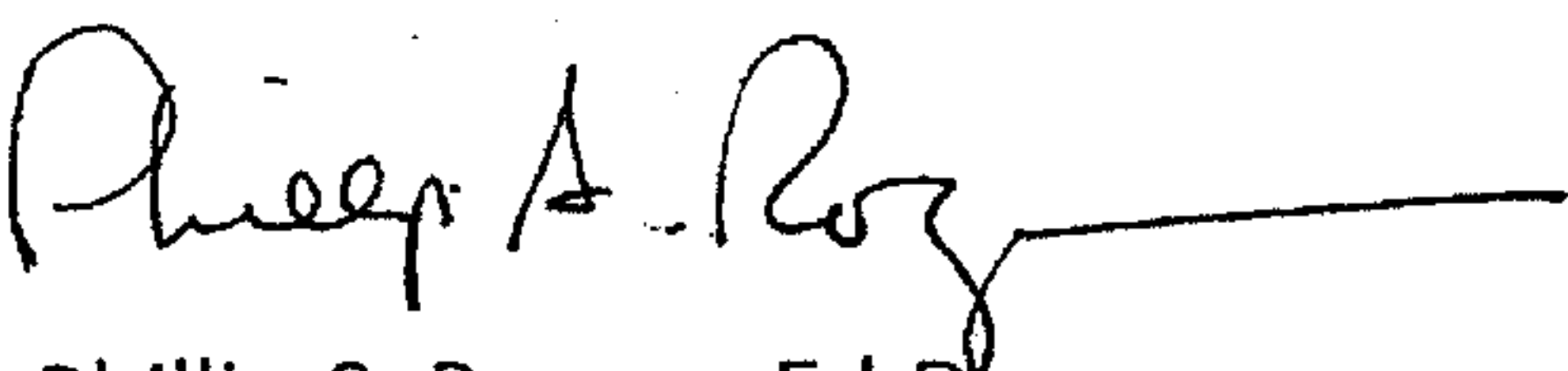


Dear Dr. Holliday,

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

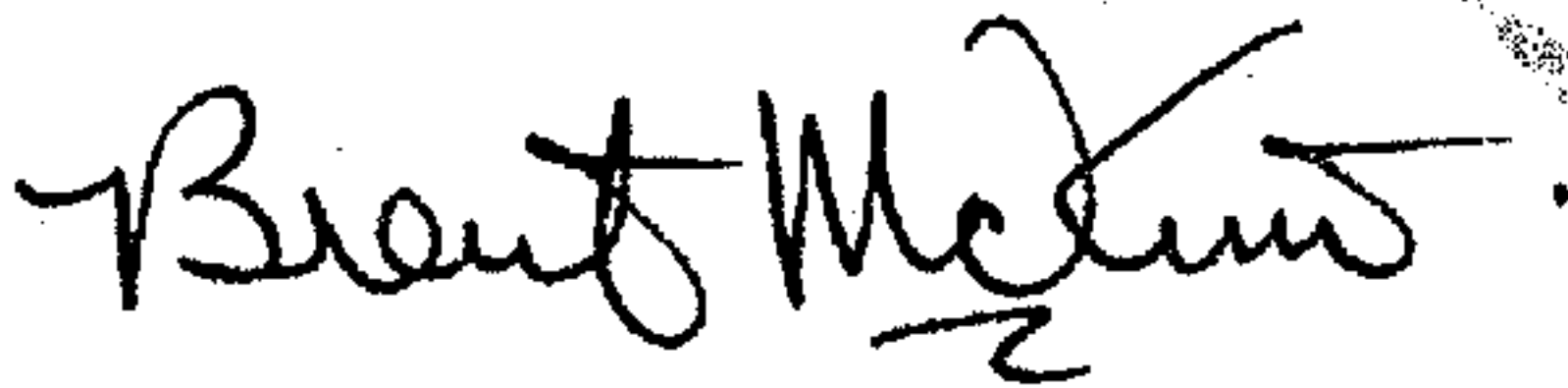
Dr. Terry Holliday
KY Dept. of Education
Commissioner
118 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

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,

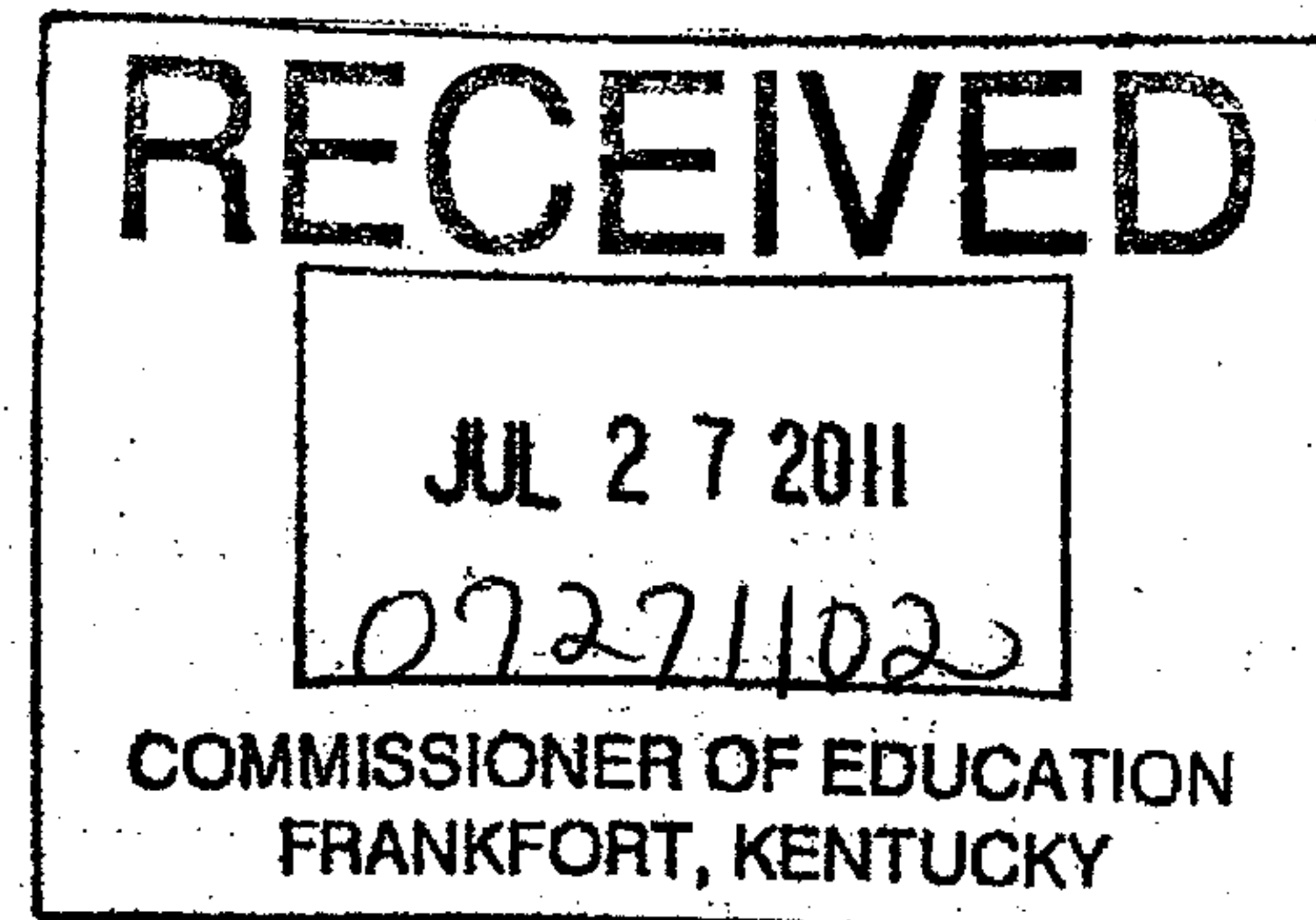


Brent McKim
President



DeeAnn Flaherty
Executive Director

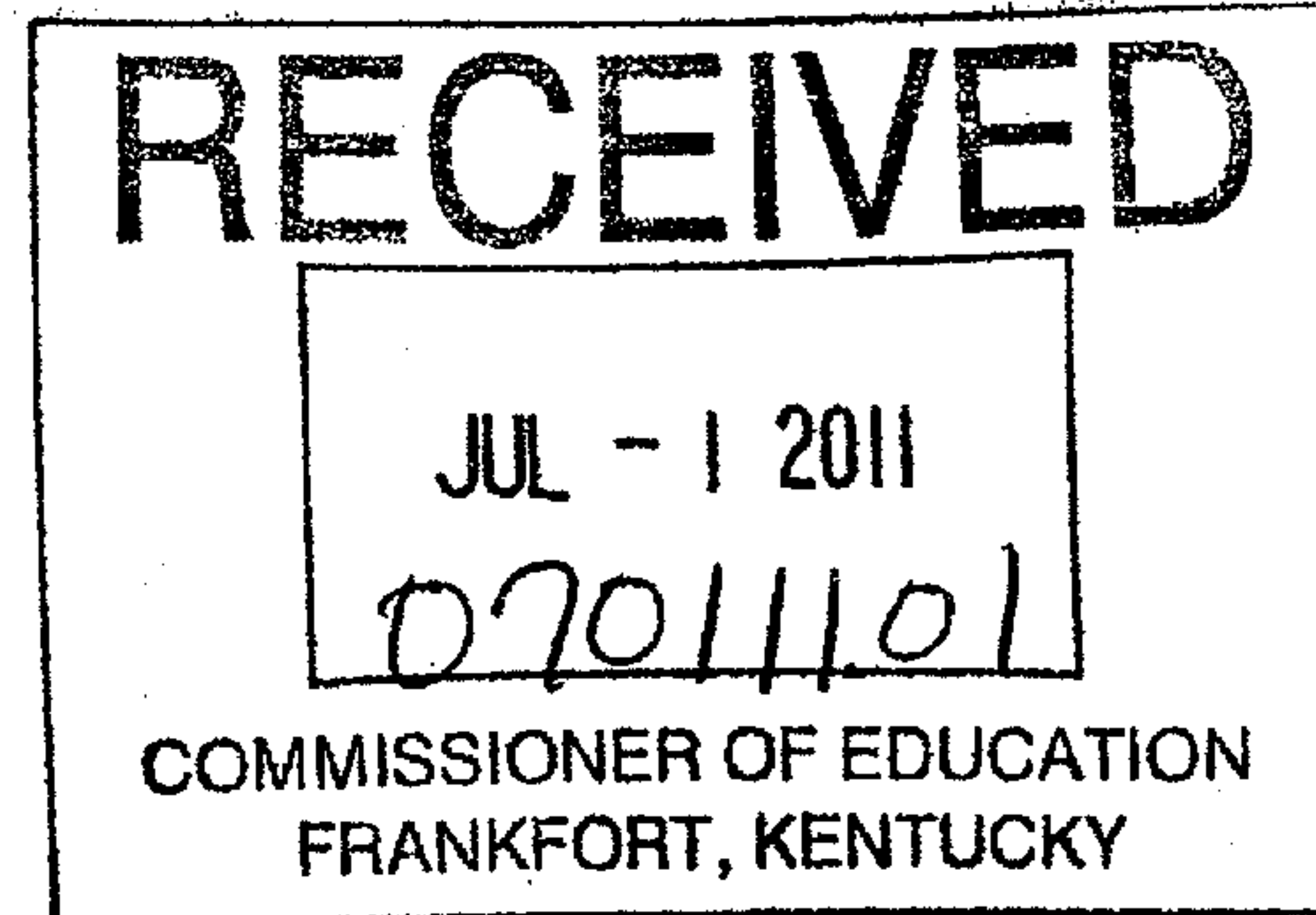
BMc/DF/kd



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



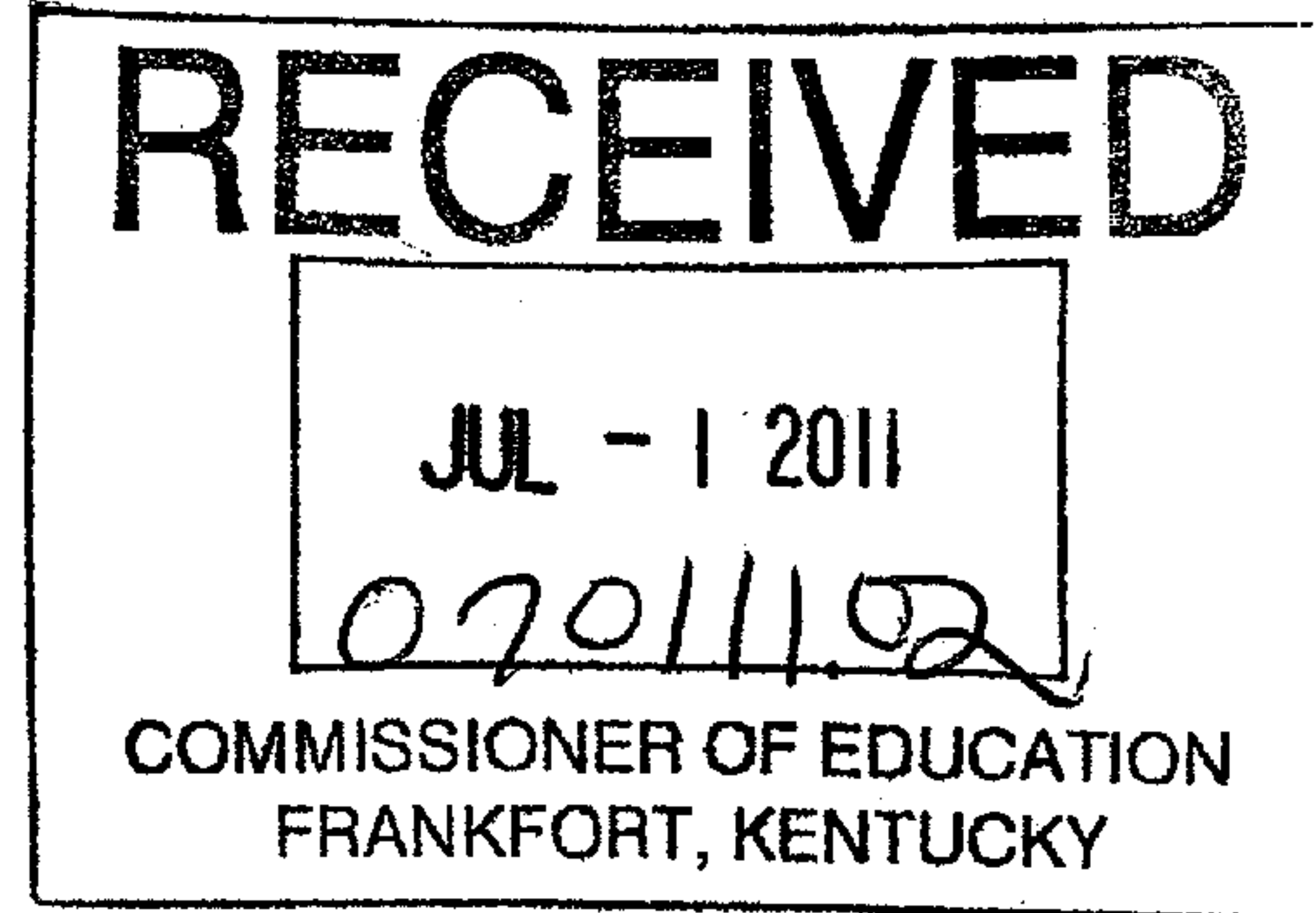
**Kentucky
Association
of School
Administrators**

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,

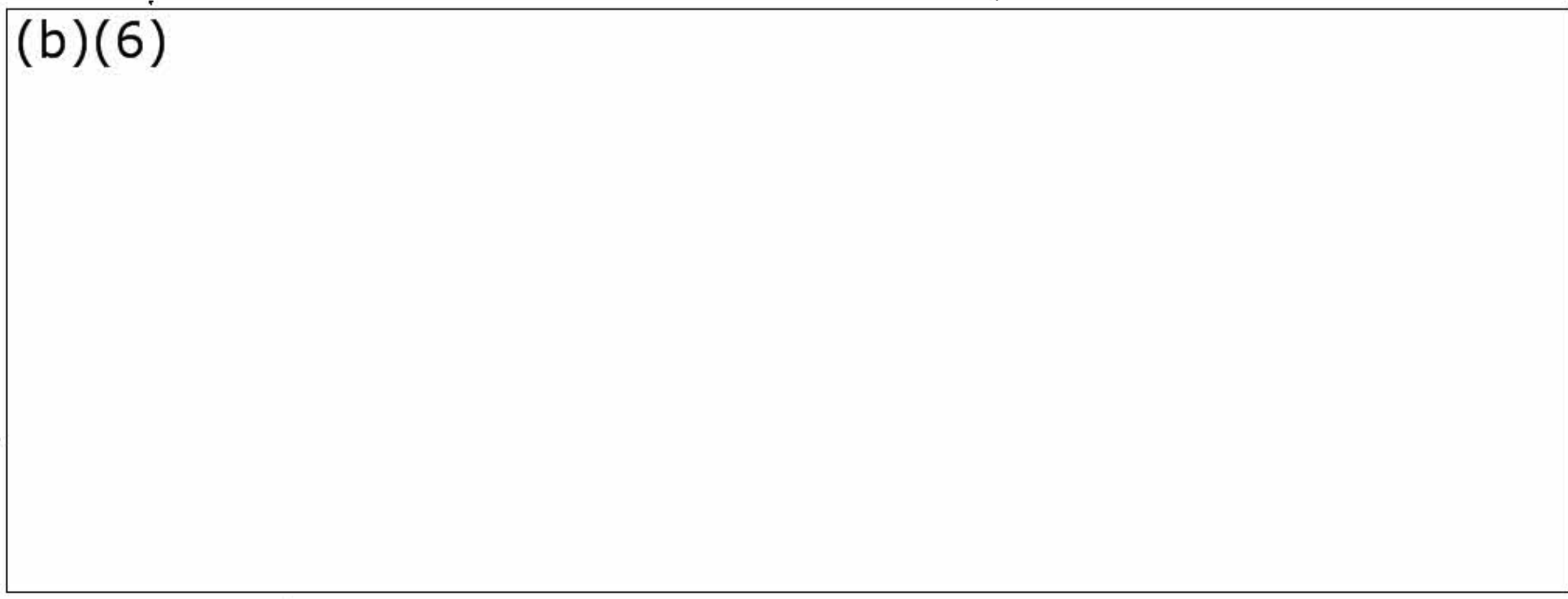
Ronda Harmon
Executive Director

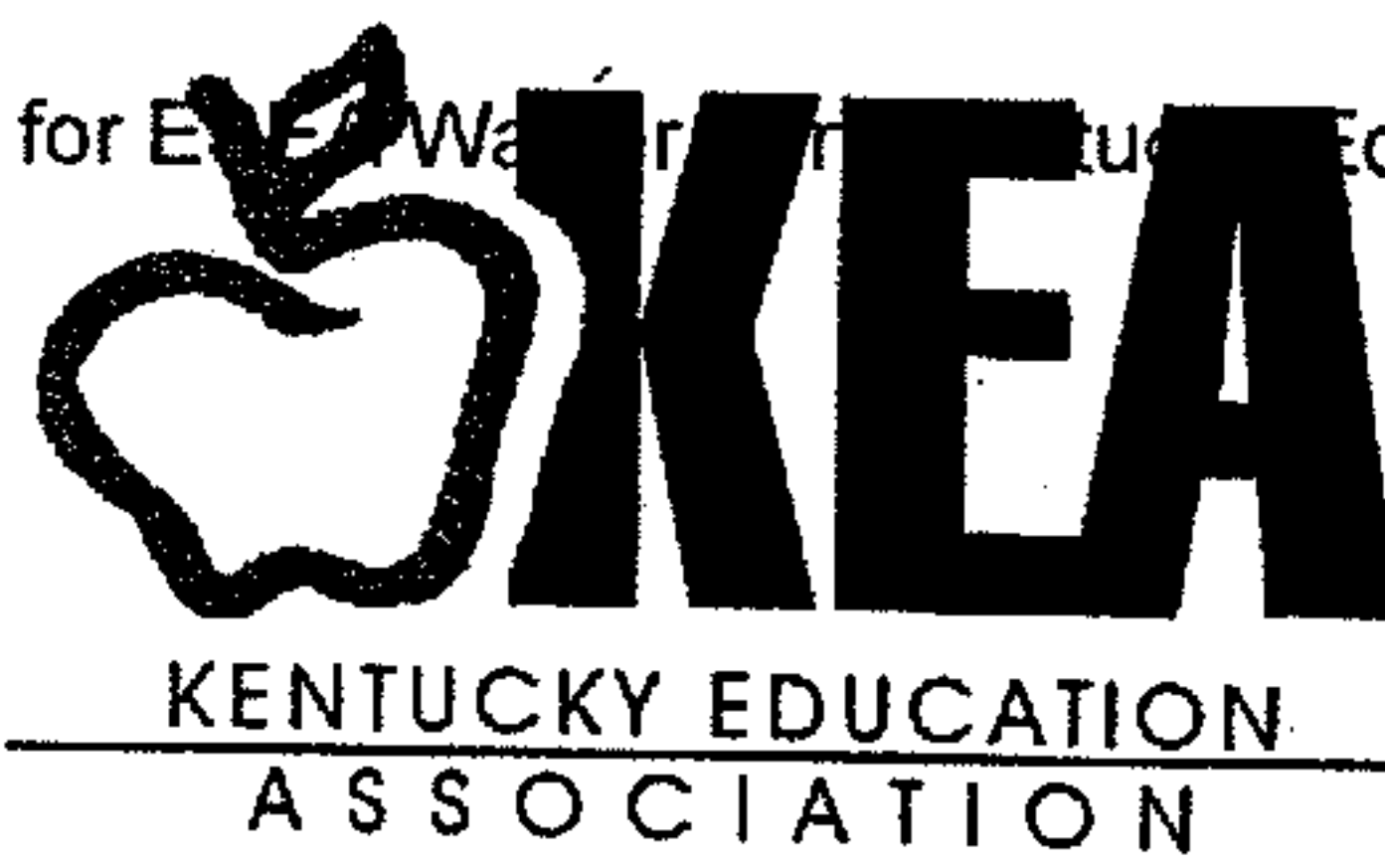
rharmon@kasc.net • 859/238-2188 (phone) • 859/238-0806 (fax)
Post Office Box 784, Danville, KY 40423

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.

(b)(6)





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
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260 Democrat Drive
Frankfort, KY 40601
1-800-372-2962 • FAX (502) 695-5451
KSBA Website: www.ksba.org

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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.

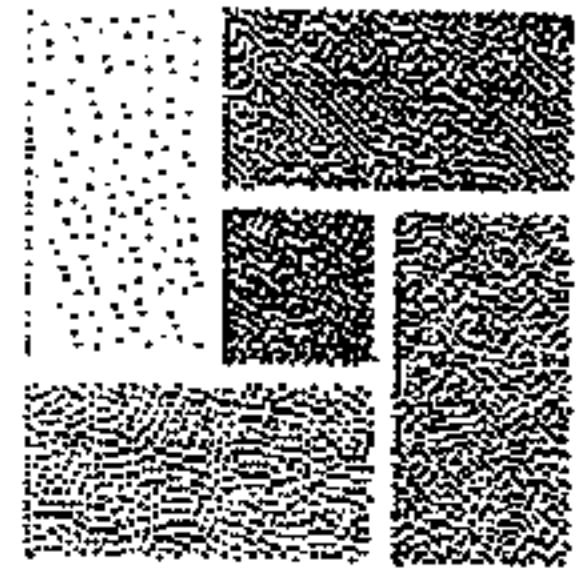
In 2009, the Commonwealth of Kentucky embarked on an ambitious path of creating a new accountability model. Senate Bill 1, adopted with broad bipartisan support by the Kentucky General Assembly, will measure college and career readiness and student growth, and will provide clear disaggregation of data 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

July 1, 2011

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 Vacant, *Vice-Chair*
 Harvie Wilkinson, *Secretary/Treasurer*

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 William H. Wilson, Lexington

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Dorothy Ridings, Louisville

Cynthia J. Heine, Interim Executive Dir.

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

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.

12/10/10
FINAL
MAM

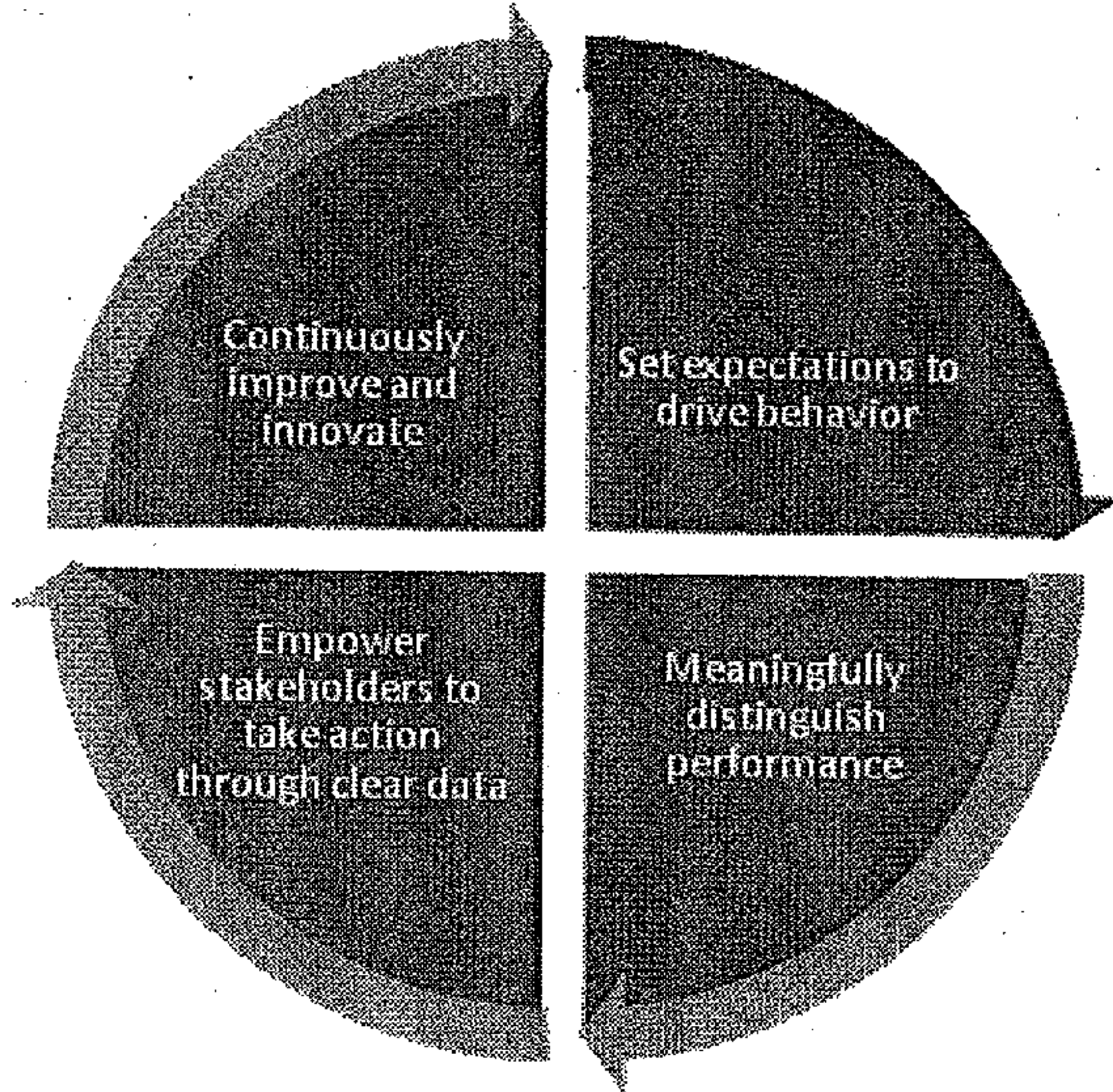
- The accountability system should include a deliberate focus on district-level accountability and capacity-building given the tight locus of control between local school boards, district leadership, and their schools.
- The accountability system should be meaningful for all districts, schools and students 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

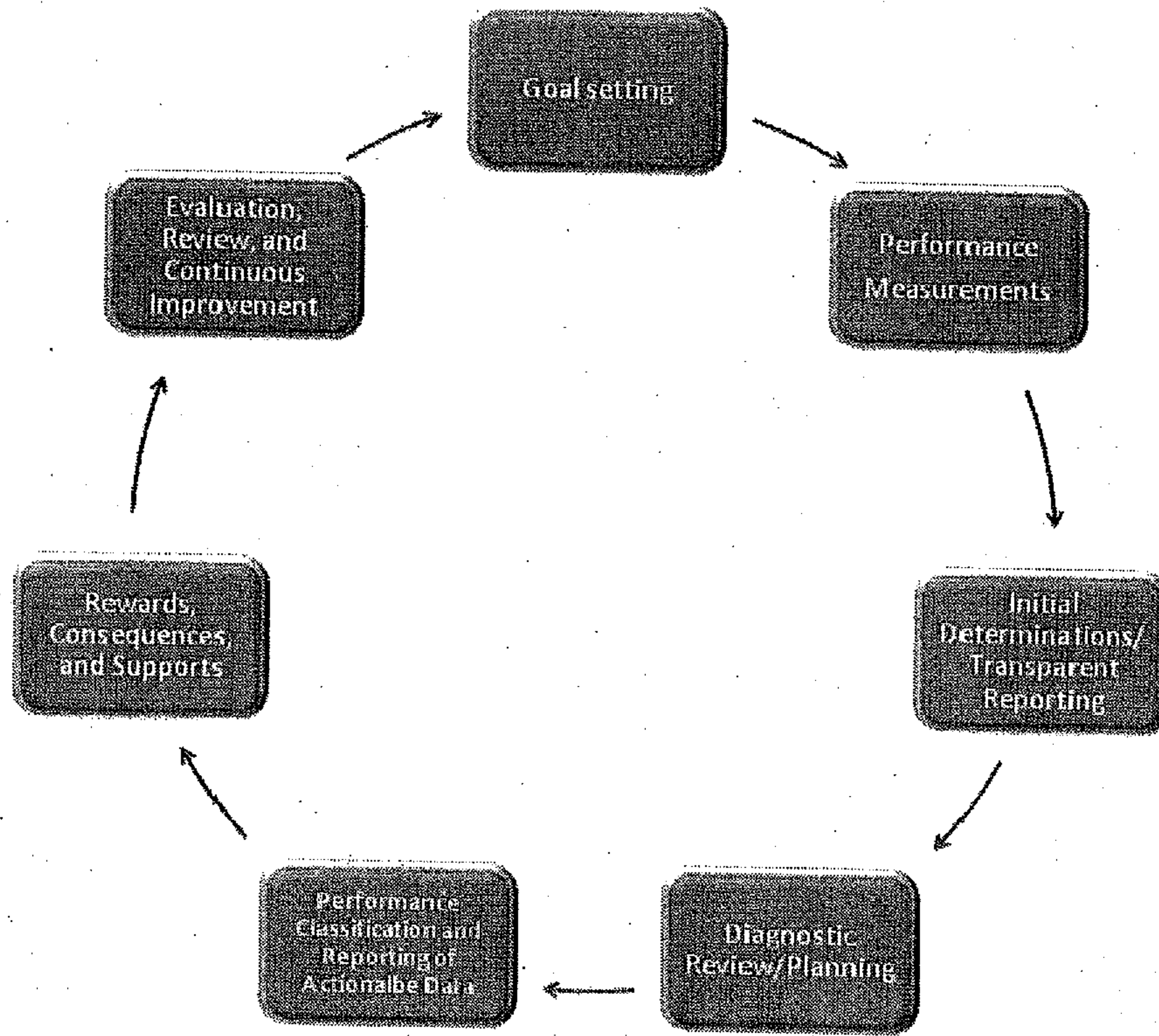
The state accountability system should acknowledge and encourage the responsibility of all actors for increased student performance outcomes – including the students themselves, parents, educators, and leaders at both the school and district levels. Accountability needs to be shared if it is to be effective; 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:

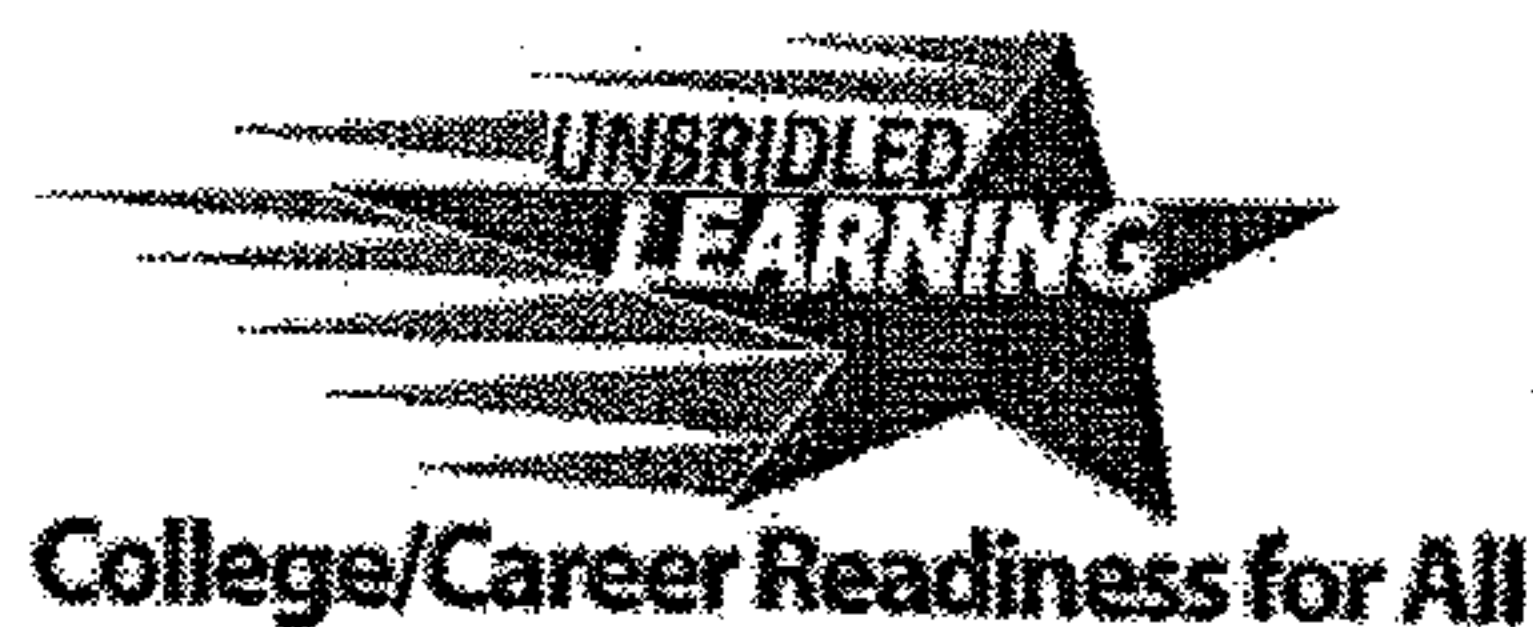
- Student accountability – includes the complex decisions and consequences associated with designing a state assessment system and how that will be used to gauge individual student progress (e.g., graduation requirements, exit exams, grades) as well as the personal responsibility each student should 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)	Program Reviews	Percent Effective Teachers	=	Overall Accountability Score (using data from the preceding columns) Revised Report Card
Gap		Percent Effective Leaders		
Growth				
Readiness for College/Career				
Graduation Rate				

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) points or more in</u></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) points in</u></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) points in</u></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 <i>Reading and Mathematics</i>	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.

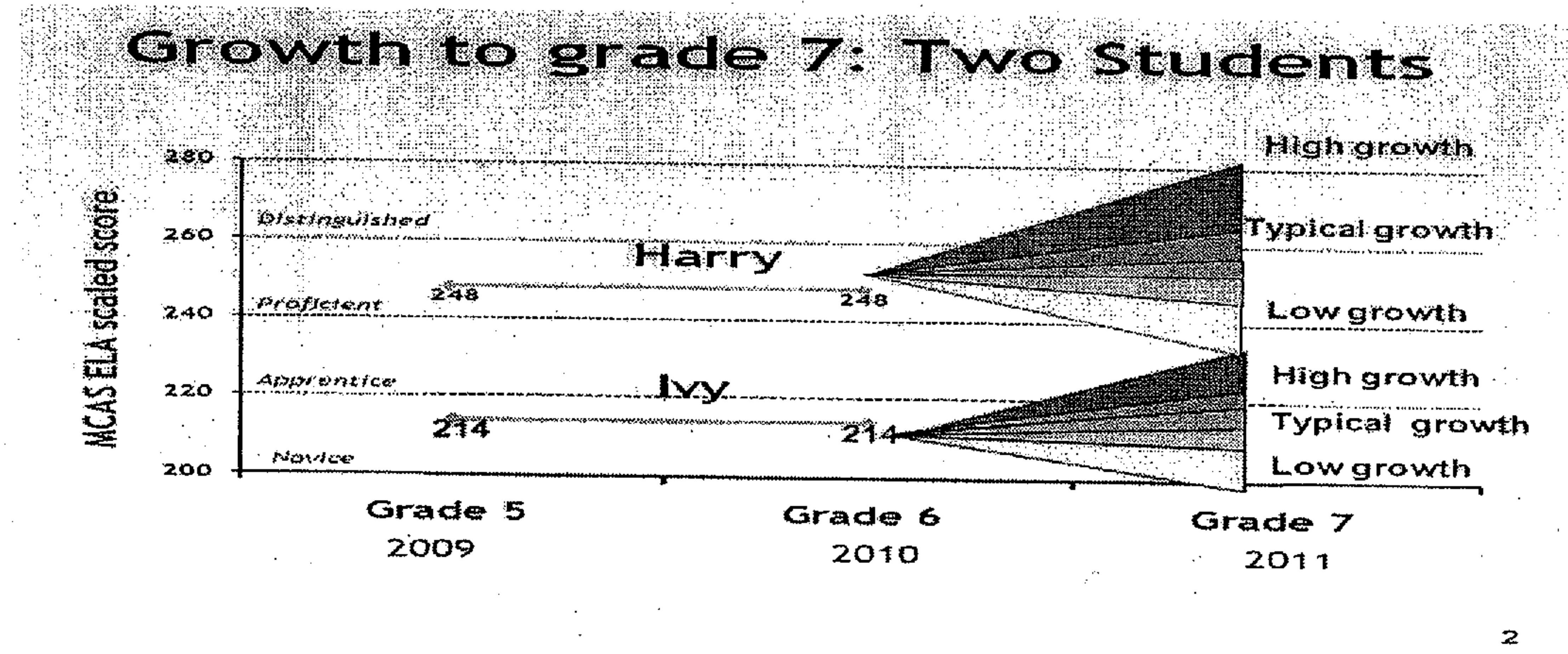
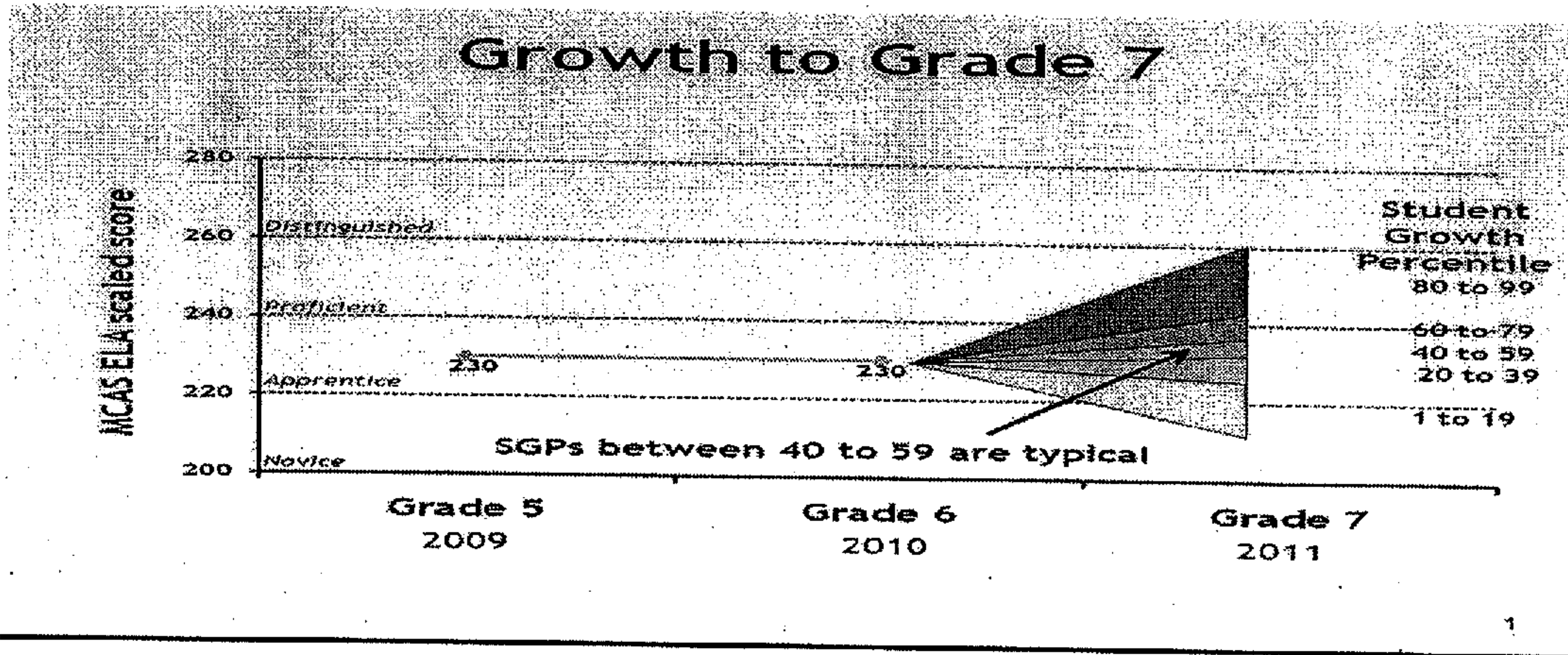
All schools with gap groups underperforming in the third standard deviation (commonly called 3 Sigma) will face state consequences. Schools in the Distinguished, Proficient and Needs Improvement categories can be flagged for the state consequences for underperforming individual gap groups. The Kentucky 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.

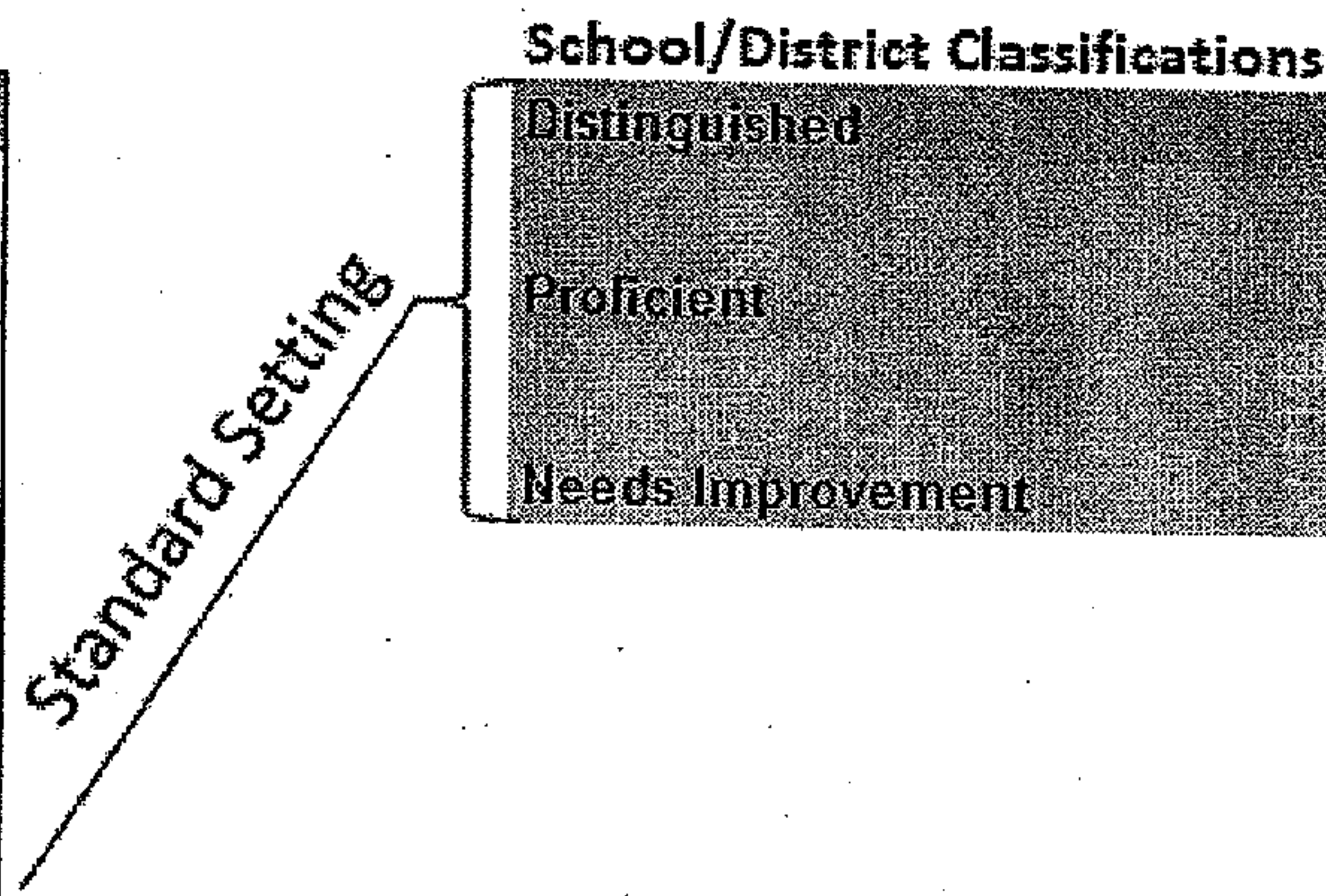
Additional reporting of graduation rates may occur to meet federal statutes and regulations.

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 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.