

## APPENDIX

# KENTUCKY ESEA FLEXIBILITY REQUEST

November 14, 2011

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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**

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**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](mailto: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](mailto: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](mailto:Terry.Holliday@education.ky.gov)*

**Palmer, Susan - Office of the Commissioner of Education**

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**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](mailto: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](mailto:Terry.Holliday@education.ky.gov)*

**Palmer, Susan - Office of the Commissioner of Education**

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**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](mailto: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](mailto:Terry.Holliday@education.ky.gov)*

**Miller, Mary Ann - Office of the Commissioner of Education**

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**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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*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:** Perkins, Cindy  
**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 21<sup>st</sup> 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!

Cindy Perkins/Director  
21stCCLC Eagle Excellence  
Campbellsville High School  
270-465-8774

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

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

Sincerely,

Trevor Holtman, concerned and discouraged high school math teacher

**From:** Gessner, Laura--Erlanger

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

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

**Cc:** Gillis, Bryant --Tichenor Middle School Principal

**Subject:** Waiver

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

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

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

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

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

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

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

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

*Laura Gessner*

Teacher, Sixth and Eighth Grade Language Arts

**From:** Allred, Susan G. - Office of District 180

**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:** Susan [mailto:susanallred@att.net]

**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! Susan Allred - Sent from my iPad

**From:** Miller, Rachel

**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.

Rachel Miller

ESL Teacher

Warren Elementary School

**From:** Thompson, Beth

**Sent:** Friday, October 28, 2011 2:54 PM

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

**Subject:** RE: Attn Teachers: ESEA/NCLB waiver application posted for comment; comments due by Nov. 8

Dr. Holliday,

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

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

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

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

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

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

**From:** Johnson, Mark  
**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?

Mark Johnson, Jesse D. Lay Elementary  
Knox County Schools

**From:** Hawkins, Peggy  
**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:** Hayes, Betty B.  
**Sent:** Tuesday, November 08, 2011 9:16 AM  
**To:** ESEA Waiver Request Comments  
**Subject:** waiver

Mr. Holliday,

I direct the 21<sup>st</sup> 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 21<sup>st</sup> 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:** Holloway, Rick  
**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?

**Richard K. Holloway**  
**World Civilization**  
**AP World History**  
**AP European History**  
**Teacher Coach for Infinite Campus**  
**Henry Clay High School**  
**2100 Fontaine Rd**  
**Lexington, KY 40502**  
**It's About Kid's**

**From:** Clifford, Jennifer  
**Sent:** Tuesday, November 01, 2011 12:09 PM  
**To:** ESEA Waiver Request Comments  
**Subject:** box #11  
Mr. Commissioner,

As a Director of a 21<sup>st</sup> CCLC program here in Taylor County, 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC funds.

Within our three 21<sup>st</sup> 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 21<sup>st</sup> CCLC funds.

As a teacher, I completely understand the need to do all we can to reach higher. However, I believe that the 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs as originally intended. I appreciate your time and the opportunity to express my concerns.

Jennifer Clifford  
Cardinal Station Director  
Taylor Co. Elementary  
(270) 465-5691

**From:** Clem, James  
**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:** Simpson, Nancy  
**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.  
Nancy Simpson

**From:** Gessner, Laura--Erlanger  
**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.

*Laura Gessner*

Teacher, Sixth and Eighth Grade Language Arts

### **Education Organizations' Comments**

**From:** [Mary.Blankenship@KEA.ORG](mailto:Mary.Blankenship@KEA.ORG) [mailto:Mary.Blankenship@KEA.ORG]

**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:** Ronda Harmon [rharmon@kasc.net]  
**Sent:** Monday, November 07, 2011 2:38 PM  
**To:** ESEA Waiver Request Comments  
**Subject:** Feedback on NCLB waiver  
Hello,

Attached you'll find feedback on the NCLB waiver.

Let me know if you have any questions.

---

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

#### **Content Comments:**

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

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

Try to strengthen these examples, like:

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

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

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

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

**Page 58 Priority Schools**

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

**Editing comments to consider**

**Page 6-7 Assurances**

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

**Page 16 first sentence of KDE written text**

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

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

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

**From:** Stu Silberman [<mailto:stu.silberman@prichardcommittee.org>]

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

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

**Cc:** Smith, Felicia - Associate Commissioner, Office of Next Generation Learners; Draut, Ken - Associate Commissioner, Office of Assessment and Accountability; Miller, Mary Ann - Office of the Commissioner of Education; 'hilma prather'; 'Susan Weston'; Karem, David - KDE Board Member

**Subject:** Public Comments on NCLB Waiver Request

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

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

Dear Commissioner Holliday,

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

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

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

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

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

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

Sincerely,

Stu Silberman  
Executive Director

**From:** Steve Pines [spines@educationindustry.org]

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

**To:** ESEA Waiver Request Comments

**Subject:** EIA Comments to KY ESEA waiver

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

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

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

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

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

Attached are more detailed recommendations to improve SES tutoring.

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

Thanks

Steven Pines, Executive Director  
Education Industry Association  
1839 Batten Hollow Road  
Vienna, VA 22182  
(office) 800-252-3280, or  
703-938-2429  
(fax) 703-242-1479  
(cell) 301-919-4137  
[spines@educationindustry.org](mailto:spines@educationindustry.org)

Attached Detailed Recommendations:

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

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

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

of schools;

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

#### Improved State and Administration Oversight

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

#### Focus on High Quality and Long Term Investment

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

- (2) States should develop a common student application form to be used by local educational agencies that is completed by parents of eligible students when enrolling in high quality academic tutoring.
- (3) States should conduct program monitoring of grant recipients' implementation of high quality academic tutoring to assure compliance waiver application requirements.
- (4) States should develop and implement a system to evaluate each approved provider of high quality academic tutoring which system--
  - (A) shall be based primarily upon the extent to which a provider improved student academic achievement, as measured by student progress toward meeting challenging State academic standards for all students enrolled in the high quality academic tutoring of the provider under this subsection—
    - (i) in each subject for which the provider provides high quality academic tutoring under this subsection to such students;
    - (ii) regardless of whether such students are in a grade level that is subject to a State assessment;
    - (iii) accounting for the length of each course of high quality academic tutoring offered by the provider; and
    - (iv) including academic data for all students in a provider's program who have completed that provider's program.
  - (B) shall be supplemented with additional criteria, such as—
    - (i) local educational agency evaluations of the high quality academic tutoring provided under this subsection;
    - (ii) student, parent, principal, or teacher satisfaction with the provider, except that, if a State elects to include this criterion in the State evaluation system, the satisfaction levels shall be measured by a survey that uniformly evaluates all such providers in the State;
    - (iii) the attendance rates of the students enrolled in the high quality academic tutoring offered by the provider under this subsection; and
    - (iv) any additional criteria determined to be necessary by the State educational agency;
  - (C) determines the value added by each provider in improving the student academic achievement of participating students, as measured by an appropriate assessment that is capable of measuring provider 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](mailto:spines@educationindustry.org)

**From:** A G [tutors@myabgt.com]

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

**To:** ESEA Waiver Request Comments

**Subject:** KY's Waiver Request Public Comment

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

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

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

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

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

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

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

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

Kentucky NCLB Waiver Proposal: Comments

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

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

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

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

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

Thank you

Christopher Cummins  
President  
Achievers' Tutoring of Kentucky  
PO Box 91935  
Louisville, Ky 40291  
502-742-2559  
1-866-704-5995  
[www.achievertutoringofkentucky.com](http://www.achievertutoringofkentucky.com)

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

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

Thank you

Christopher Cummins  
President  
Achievers' Tutoring of Kentucky  
PO Box 91935  
Louisville, Ky 40291  
502-742-2559  
1-866-704-5995  
[www.achievertutoringofkentucky.com](http://www.achievertutoringofkentucky.com)

**From:** Richard Innes [70224.434@compuserve.com]  
**Sent:** Monday, November 07, 2011 2:00 PM  
**To:** ESEA Waiver Request Comments  
**Cc:** Jwaters@freedomkentucky.com  
**Subject:** Comments on ESEA Waiver Request

**Richard G. Innes**  
2836 Deerfield Drive  
Villa Hills, KY 41017  
INTERNET70224.434@Compuserve.com  
Phone: 859-344-0406; Cellular 859-466-8198  
November 7, 2011

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

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

**The Timing Issue**

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

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

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

### **The Issue of Very Different AMOs**

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

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

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

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

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

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

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

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

### **What would improve Unbridled Learning**

There is concern that NCLB created so many AMOs that schools are overburdened to meet them. However, any program that lacks specific AMOs for student groups of concern is almost inevitably going to result in some of those students being left behind. Unbridled Learning could be significantly improved if, in addition to the overall school accountability index check against the overall AMO, that other AMOs were created for critical student groups.

One possible additional action would be to allow more targeted action when a school fails in only one AMO area. For example, if only African-Americans are falling behind, it probably isn't necessary to disrupt programs that are serving whites well, and probably just attention from experts in African-American support are needed at that school.

### **I offer one important exception to the current AMOs in NCLB**

Some of the biggest controversies surrounding NCLB have involved the separate AMO required in math and reading for learning disabled students. Many have argued that expecting any group of students to reach 100 percent proficiency is unreasonable, but expecting that from the learning disabled group is especially so.

Therefore, I suggest the following, which has already been adopted in current planning for the Kentucky Department of Education's assistance to schools regulation, a companion to Unbridled Learning.

Instead of a standard AMO for learning disabled students, we should instead identify for corrective action those schools where the learning disabled students' score average is more than three standard deviations below the norm for the school's average score for all students. This would be calculated using the all student standard deviation in test scores calculated at the school level. In a trial calculation with the old Kentucky Core Content Test results, this approach identified around 20 to 30 schools in the state, a number that should be manageable for available resources at the Kentucky Department of Education.

This "Three Sigma" approach, as Kentuckians are beginning to call it from the use of the Greek letter Sigma in formulas that calculate standard deviations, is far more statistically defensible than expecting all learning disabled students, as a group, to reach 100 percent proficiency on tests that are designed to provide meaningful and useful information for other students.

In closing this section, if the US Department of Education does not want to open itself to charges that it is abandoning student subgroups in Kentucky, it needs to insist that Unbridled Learning has additional AMOs.

**Some portions of the Kentucky request have merit**

A number of the specific waiver requests from Kentucky have merit and should go forward. With state funding sorely stressed at present, authority to reprogram federal dollars, at least for a certain period of time, seems warranted.

**In closing**

The major piece in Kentucky's waiver request concerning assessment and accountability moves very far away from the intent of NCLB, so far that there is considerable danger that under-performance of certain student groups would essentially be all but ignored if the Unbridled Learning program were completely substituted for NCLB. However, with the reinsertion of some key AMOs for student groups and a more intelligent statistical approach to judging performance of students with learning disabilities, the proposal could become a very strong plan moving forward both in Kentucky and around the rest of the nation.

Richard G. Innes  
Education Analyst  
Bluegrass Institute for Public Policy Solutions

**From:** Ruth Green  
**Sent:** Wednesday, November 02, 2011  
**To:** ESEA Waiver Request Comments

November 2, 2011

Terry Holiday, Commissioner  
Kentucky Department of Education  
1<sup>st</sup> Floor, 5090 Mero Street  
Frankfort, KY 40601

Dear Mr. Holiday:

KAPE has perused the No Child Left Behind (NCLB) act of 2001 waiver draft application that will, if approved, provide Kentucky the flexibility to support State efforts to improve student academic achievement and increase the quality of instruction. The draft is both educationally and technically clear. The waiver, with its design to improve academic achievement along with accountability, and supporting teacher and principal effectiveness has the support of the membership of Kentucky Association of Professional Educators (KAPE).

Sincerely,

Ruth Green, Director  
Kentucky Association of Professional Educators

**ATTACHMENT 3**

**Notice and Information Provided to the Public on Opportunity to Review and  
Provide Feedback on Kentucky's ESEA Wavier Request  
(Press Release, Web Posting and E-mail Message to All State Legislators)**



# KENTUCKY DEPARTMENT OF EDUCATION

## NEWS RELEASE

No. 11-091

October 28, 2011

**MEDIA CONTACT:** Lisa Y. Gross

Office: (502) 564-2015 Cellular: (502) 330-5063 E-mail: [lisa.gross@education.ky.gov](mailto: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](mailto:eseawaiverrequest@education.ky.gov). Comments will be accepted until Tuesday, November 8.

To help states move forward with education reforms designed to improve academic achievement and increase the quality of instruction for all students, in September, President Barack Obama and U.S. Education Secretary Arne Duncan outlined how states can get relief from provisions of NCLB in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability and ensure that all students are on track to graduate college- and career-ready.

Since the passage of NCLB, Kentucky has used a two-tiered accountability model for its public schools and districts that provides both state- and federal-level designations. If the state's application for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal purposes.

The proposed accountability model also may be seen on the Unbridled Learning [page](#).

(more)

Visit our website at <http://www.education.ky.gov>.

Page 2 – ESEA/NCLB Waiver Request

The deadline for submission of the flexibility request is November 14, and the U.S. Department of Education will review applications in December. As of October 20, 42 states have indicated that they will request flexibility.

States can request waivers of 10 provisions of NCLB, including determining Adequate Yearly Progress (AYP), implementing school improvement requirements, allocation of federal improvement funding and more. States must address four principles in their requests for flexibility:

- college- and career-ready expectations for all students
- recognition, accountability and support for schools and districts
- support for effective instruction and leadership
- reduction of duplication and unnecessary reporting requirements

See more details on the flexibility opportunity at <http://www.ed.gov/esea/flexibility>.

##

**Visit our website at <http://www.education.ky.gov>.**

# Kentucky Department of Education

## Headlines

RSS Available 

### Kentucky schools recognized for working conditions

At the 17th Annual Safe Schools, Successful Students Conference in Louisville, ten Kentucky public schools have been recognized for the working conditions, school safety and student achievement in their buildings. See [news release](#) for more information.

### Kentucky's NAEP scores continue to show improvement

The results of the 2011 National Assessment of Educational Progress (NAEP) in mathematics and reading show that Kentucky's 4th graders and 8th graders made gains and outperformed the nation in some areas. See [news release](#) for more information.

### NCLB Waiver Application Posted for Comment

The Kentucky Department of Education (KDE) has posted the state's application for flexibility under the Elementary and Secondary Education Act (ESEA) of 1965, which was reauthorized in 2001 as the No Child Left Behind (NCLB) Act. See [news release](#) for more information.

### Members sought for Next-Generation Student Council

Public school students in grades 10-12 are invited to apply for membership in the Next-Generation Student Council, a new group formed by Kentucky Education Commissioner Terry Holliday. See [news release](#) for more information.

### Kimberly Shearer named 2012 Kentucky Teacher of the Year

Kimberly Shearer, an English teacher at Boone County High School, has been named Kentucky Teacher of the Year.

The announcement was made today at a ceremony held at the Capitol Rotunda in Frankfort by Ashland Inc. and the Kentucky Department of Education. Governor Steve Beshear; Secretary of the Education and Workforce Development Cabinet Joseph Meyer; Commissioner of Education Terry Holliday; and Ashland Chairman and CEO Jim O'Brien were on hand to make the presentation. See [news release](#) for more information.

### Nomination period open for Grissom and Kelly awards

The Kentucky Board of Education is accepting nominations for the Dr. Johnnie Grissom Award, which honors a Kentuckian or a Kentucky organization for outstanding dedication to improving student achievement and for closing the achievement gap; and for the Joseph W. Kelly Award, which honors a businessperson who has offered outstanding leadership and service toward promoting school improvement and equity of educational opportunity for all Kentucky children. The deadline for nominations for both awards is November 14. Click on the links for details and nomination forms for both the [Grissom Award](#) and [Kelly Award](#).

### 42.6 percent of schools meet all NCLB goals

Today, the Kentucky Department of Education released data related to schools' and districts' status under the federal No Child Left Behind (NCLB) Act; results of the Kentucky Core Content Tests (KCCT); college/career-readiness data and information about achievement gaps. See the data for these items [here](#).

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**From:** Holliday, Terry - Commissioner, Dept. of Education

**Sent:** Friday, October 28, 2011 3:27 PM

**To:** [legislators2011@lrc.ky.gov](mailto: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](mailto: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](mailto: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

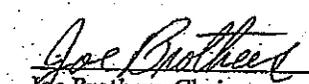
*Whereas,* Kentucky's Governor and Chief State School Officer signed a Memorandum of Agreement with the aforementioned organizations to participate in the development and adoption process of national Common Core Standards in English/language arts and mathematics for grades K-12; and

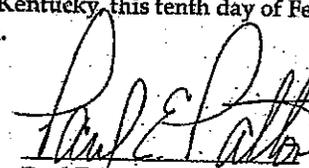
*Whereas,* The drafting process for the standards has included broad input from Kentucky teachers, administrators, higher education officials, education partners, the public, staffs of the three participating agencies, a national validation committee and national organizations that has resulted in the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

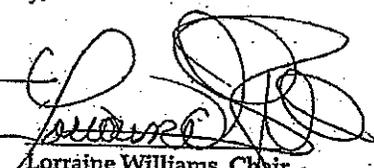
*Whereas,* As required by Senate Bill 1, the Common Core Standards in English/language arts and mathematics focus on critical knowledge, skills and capacities needed for success in the global economy; reflect fewer, but more in-depth standards to facilitate learning; communicate expectations more clearly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

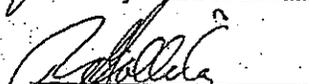
**NOW, THEREFORE,** be it resolved by the Kentucky Board of Education that the current draft of the Common Core Standards, to be known as the Kentucky Core Academic Standards for English/language arts and mathematics, was adopted by the board on February 10, 2010, and be it further resolved by the Kentucky 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.

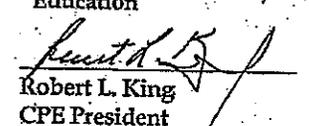
Done in the city of Versailles, Kentucky, this tenth day of February,  
in the year Two Thousand Ten.

  
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<sup>1,2</sup>**

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.

<b>Readiness Score Area</b>	<b>ACT Score</b>	<b>SAT Score</b>	<b>COMPASS</b>	<b>KYOTE</b>
<b>English (Writing)</b>	English 18 or higher	Writing 430 or higher	Writing 74 or higher <sup>3,4</sup>	6 or higher <sup>5</sup>
<b>Reading</b>	Reading 20 or higher	Critical Reading 470 or higher	Reading 85 or higher <sup>6</sup>	20 or higher
<b>Mathematics</b> (General Education, Liberal Arts Courses)	Mathematics 19 or higher	Mathematics 460 or higher	Algebra Domain 36 or higher <sup>7</sup>	College Readiness Mathematics 22 or higher
<b>Mathematics</b> (College Algebra)	Mathematics 22 or higher	Mathematics 510 or higher	Algebra Domain 50 or higher <sup>8</sup>	College Algebra 14 or higher <sup>9</sup>
<b>Mathematics</b> (Calculus)	Mathematics 27 or higher	Mathematics 610 or higher	NA <sup>10</sup>	Calculus TBA

1. Institutional admission policies are comprised of many factors including, but not limited to high school completion or a general education equivalency diploma (GED), high school coursework, ACT or SAT scores, high school GPA, class rank, an admission essay or interview, submission of an academic and/or civic activity portfolio, etc. Placement exam results are used for course placement after a student is admitted to a postsecondary institution.
2. A COMPASS or KYOTE placement test score will be guaranteed as an indicator of college readiness for 12 months from the date the placement exam is administered.
3. An Asset writing score of 43 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
4. COMPASS E-Write scores of 9 on a 12 point scale or 6 on an 8 point scale indicate readiness.
5. A common rubric will be used to score the KYOTE Writing Essay. The rubric has an eight point scale. A score of 6 is needed to demonstrate readiness.
6. An Asset reading score of 44 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
7. An Asset Elementary Algebra Score of 41 or an Intermediate Algebra score of 39 indicates readiness for a general education course, typically in the social sciences.
8. An Asset elementary algebra score of 46 or an intermediate algebra score of 43 indicates readiness for college algebra.
9. For the 2011-12 school year a KYOTE College Readiness Mathematics Placement score of 27 or higher will be used to indicate readiness for College Algebra. For the 2012-13 and beyond, only the KYOTE College Algebra placement test score of 14 or higher will be used to indicate readiness for College Algebra.
10. There is not a COMPASS or Asset indicator for Calculus readiness.

By fall 2012, the following learning outcomes will be included in developmental, transitional, and supplemental coursework and intervention programming supporting college readiness.

## WRITING

**Transitional, developmental, and supplemental education writing courses objectives:**

1. Generate essays using a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. Produce clear, grammatically correct, and coherent writing in which the development, organization, style, usage, and diction are appropriate to task, purpose, and audience.
4. Develop and strengthen writing through the recursive processes of planning, drafting, revising, editing, or trying a new approach.
5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Conduct a short inquiry-based research project, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (on demand or single sitting) for a range of tasks, purposes, and audiences.

**Courses from public postsecondary institutions that meet the writing readiness learning outcomes:**

KCTCS—ENC 091  
Eastern Kentucky University—ENG 095  
Kentucky State University—ENG 099  
Morehead State University—ENG 099  
Murray State University—ENG 100  
Northern Kentucky University—ENGD 090  
Western Kentucky University—DENG 055  
University of Kentucky  
University of Louisville

## READING

### **Transitional, developmental, and supplemental education reading courses objectives:**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why ideas develop over the course of a text.
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take or to build knowledge.
10. Read and comprehend texts independently and proficiently.

### **Courses from public postsecondary institutions that meet the reading readiness learning outcomes:**

KCTCS—RDG 030 or CMS 185 or RDG 041  
Eastern Kentucky University—ENR 095 or ENR 116  
Kentucky State University—ENG 103  
Morehead State University—EDEL 097  
Murray State University—REA 100  
Northern Kentucky University—RDG 091 or RDG 110  
Western Kentucky University—DRDG 080 or LTCY 199  
University of Kentucky  
University of Louisville—GEN 105

## MATHEMATICS FOR THE LIBERAL ARTS

### Transitional, developmental, and supplemental education mathematics courses objectives for a liberal arts mathematics course:

1. Perform exact arithmetic calculations involving fractions, decimals and percents.
2. Simplify and evaluate algebraic expressions using the order of operations.
3. Use the properties of integer exponents and rational exponents of the form  $1/n$ .
4. Calculate and solve applied problems of the perimeter, circumference, area, volume, and surface area.
5. Solve proportions.
6. Determine the slope of a line given two points, its graph, or its equation; determine an equation of a line given two points or a point and slope.
7. Solve and graph linear equations and inequalities in one and two variables.
8. Simplify square roots of algebraic and numerical expressions.
9. Solve systems of two linear equations in two variables.
10. Graph parabolas on the rectangular coordinate system.
11. Solve quadratic equations.
12. Factor the greatest common factor from a quadratic; factor simple trinomial of the form  $ax^2 + bx + c$ .
13. Add, subtract, and multiply polynomials with one or more variables.
14. Solve applied problems using the above competencies.
15. Recommendation for inclusion: Apply the concepts in the course to model and solve applications based on linear and quadratic functions.

Students successfully completing the liberal arts mathematics course may need to complete an additional transitional course to prepare for college algebra.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for a liberal arts mathematics course:

KCTCS—MAT 120  
Eastern Kentucky University—MAT 095  
Kentucky State University—MAT 096  
Morehead State University—MATH 091  
Murray State University—MAT 100  
Northern Kentucky University—MAHD 095  
Western Kentucky University—DMA 096  
University of Kentucky  
University of Louisville

## COLLEGE ALGEBRA

### Transitional, developmental, and supplemental education mathematics courses objectives for college algebra:

1. Add, subtract, multiply, and divide polynomials.
2. Factor polynomials including finding the greatest common factor, using grouping, recognizing special products, and factoring general trinomials.
3. Use the properties of rational exponents.
4. Add, subtract, multiply, and divide rational expressions.
5. Solve quadratic equations using factoring, completing the square, and the quadratic formula.
6. Solve polynomial and rational equations.
7. Solve systems of linear equations in two unknowns.
8. Solve absolute value equations and solve and graph absolute value inequalities.
9. Solve and graph linear equations and inequalities in one or two variables.
10. Solve equations with radicals.
11. Introduce complex numbers.
12. Evaluate real numbers raised to rational exponents and simplify expressions containing rational exponents.
13. Convert expressions with rational exponents to radical form and vice versa.
14. Understand the concept of slope, how it relates to graphs, and its relation to parallel and perpendicular lines.
15. Determine an equation of a line given two points, a point, and slope, a point and a parallel or perpendicular line.
16. Determine whether a given correspondence or graph represents a function.
17. Evaluate functions and find the domains of polynomial, rational, and square root functions.
18. Graph parabolas by finding the vertex and axis of symmetry and plotting points.
19. Apply the concepts in the course to model and solve applications based on linear, quadratic, and exponential functions.

### Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for college algebra:

KCTCS—MAT 120

Eastern Kentucky University—MAT 097 or MAT 098

Kentucky State University—MAT 097

Morehead State University—MATH 093

Murray State University—MAT 105

Northern Kentucky University—MAHD 099

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

8	<p>An "8 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and clarifying elaboration/examples. Clear organization is apparent through paragraphs and transition signals with strong topic sentences and a strong closing passage. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates an advanced vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure, verb and pronoun use, punctuation, spelling, and capitalization), are minimal and do not hamper communication.</p>
7	<p>A "7 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and fairly helpful elaboration/examples. Clear organization is apparent through paragraphs and transition signals. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates a strong vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure, verb and pronoun use, punctuation, spelling, and capitalization), are minimal and do not hamper communication.</p>
6	<p>A "6 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details. Clear organization is apparent through paragraphs and transition signals. Sentence structure is overall fluent and coherent. Word choice is mostly accurate and demonstrates an appropriate vocabulary. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.</p>
5	<p>A "5 paper" offers clear, approach to the assigned topic and supports the approach with details of varying quality. Organization is apparent through paragraphs and transition signals. Sentence structure is fairly fluent and coherent. Word choice is mostly accurate. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.</p>
4	<p>A "4 paper" offers a somewhat clear approach to the assigned topic and moderately supports the approach. Organization is mostly apparent through paragraphs and some transition signals. Sentence structure is fairly fluent and coherent. Word choice is sometimes vague. There are likely to be proofreading mistakes and occasional errors in standard written English, but these, while noticeable, do not significantly hamper communication.</p>
3	<p>A "3 paper" offers an approach to the topic, but support may be inadequate or weakly organized. Sentence structure may have lapses from coherence and fluency. Word choice is sometimes vague. There are likely to be proofreading mistakes and some errors in standard written English, but these, while noticeable, do not significantly hamper communication.</p>
2	<p>A "2 paper" may lack a clear approach to the topic, or it may offer inadequate or unorganized support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that may interfere with communication.</p>
1	<p>A "1 paper" may appear to lack an understanding of the topic or may fail to approach the topic with relevant support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that are likely to interfere with communication.</p>

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 **13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions**  
4 **in Kentucky.**

5 RELATES TO: KRS 156.160, 158.6451, 158.6453, 164.001, [~~164.011,~~] 164.020[~~(3),~~] (5), (8),  
6 164.030

7 STATUTORY AUTHORITY: KRS 164.020(8)

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the council to set the  
9 minimum qualifications for admission to the state-supported postsecondary education institutions. It is the  
10 intent of the council that all prospective students have available to them an opportunity for postsecondary  
11 education appropriate to their interests and abilities. This administrative regulation establishes the  
12 minimum qualifications related to admission at state-supported postsecondary education institutions. [~~The~~  
13 ~~college-readiness standards established in this administrative regulation shall not release institutions from~~  
14 ~~the requirements contained in 13 KAR 2:060, degree program approval; equal opportunity goals.]~~

15 Section 1. Definitions. (1) "Adult learner [~~student~~]" means a student who is twenty-one (21) years of  
16 age or older.

1 (2) "Certified, nonpublic school" means a Kentucky non-public school that has voluntarily agreed to  
2 comply with the Kentucky Board of Education curriculum and textbook standards, received accreditation  
3 by an agency approved by the Kentucky Board of Education, been recommended for certification by the  
4 Kentucky Non-Public School Commission, and had the recommended certification approved by the  
5 Kentucky Board of Education.

6 (3) "Council" is defined by KRS 164.001(8).

7 (4) [(3)] "Developmental course" means a college or university class or section that prepares a student  
8 for college-level study and does not award credit toward a degree.

9 (5) [(4)] "Institution" [or "institutions"] means a state-supported postsecondary education institution as  
10 defined in KRS 164.001(12).

11 (6) [(5)] "KCTCS" means the Kentucky Community and Technical College System as defined in KRS  
12 164.001(13).

13 (7) "Pre-college curriculum" means the Kentucky high school graduation requirements or other  
14 approved course of study established in 704 KAR 3:303, and two units of a single world language.

15 (8) "Student eligible to pursue a GED®" means a student who has met the federal ability to benefit  
16 guidelines.

17 (9) "Supplemental course or program" means a college or university class, additional class hours,  
18 tutoring, or mentoring beyond that required for a student who meets the system-wide standards for  
19 readiness.

1        (10) ~~[(6)]~~ "System-wide standard" means an ACT Assessment sub-score of eighteen (18) in English,  
2        nineteen (19) in mathematics, or twenty (20) in reading.

3        Section 2. Minimum Qualifications for Institutional Admission as a First-time Student to a State-  
4        supported University [Students]. (1)(a) Except as provided by paragraph (b) of this subsection, an  
5        applicant who is a resident of Kentucky and who seeks admission to a Kentucky state-supported  
6        university [seeking to enter a community and technical college] shall have fulfilled the minimum  
7        requirements for admission to a baccalaureate degree program [degree program established by the  
8        Kentucky Community and Technical College System consistent with this administrative regulation] if the  
9        applicant has met the admission criteria established by the institution and:

10        ~~[1. Graduated from a public high school or a certified nonpublic high school; or~~

11        ~~2. Earned a high school general equivalency diploma (GED).~~

12        ~~(b) The Kentucky Community and Technical College System may choose to exempt students who are~~  
13        ~~eligible to pursue a GED from the requirements of paragraph (a) of this subsection if the KCTCS~~  
14        ~~publishes the exemption policy in the student catalog.~~

15        ~~(c) An applicant to a community college type program at a university shall:~~

16        ~~1. Satisfy the minimum requirements for admission to a two (2) year degree program established by~~  
17        ~~the admitting institution consistent with this administrative regulation; and~~

18        ~~2. Take the ACT Assessment.~~

1       ~~(2)(a) Except as provided in paragraph (b) of this subsection, an applicant shall have fulfilled the~~  
2 ~~minimum requirements for admission to a baccalaureate program at a university if the applicant has:]~~

- 3       1. Graduated from a public high school or a certified non-public high school;
- 4       2. Completed the pre-college curriculum [~~established in Section 3 of this administrative regulation~~];
- 5       and
- 6       3. Taken the ACT Assessment.

7       (b) An applicant who has earned a high school general equivalency diploma (GED®) [~~(GED)~~] or who  
8 is a graduate of a Kentucky based non-certified non-public high school, including a home school, shall  
9 have fulfilled the requirements for admission [~~may be admitted~~] to a baccalaureate program [~~at a~~  
10 ~~university~~] by meeting the admission criteria established by a university, in writing, and by taking the  
11 ACT Assessment and by scoring at levels established by the university.

12       (c) [~~(3)~~] Notwithstanding the provisions of paragraphs (a) and (b) of subsection[s] (1) [~~and (2)~~] of this  
13 section, a university may substitute the SAT for the ACT Assessment. A university may substitute the  
14 ACT RESIDUAL, ASSET Testing Program, COMPASS Testing Program, KYOTE Testing Program, or  
15 ACCUPLACER Testing Program [~~may be substituted~~] for the ACT Assessment requirement for an adult  
16 learner[student].

17       (d) Provide that KCTCS graduates of approved associate of arts and associates of science programs  
18 shall receive priority for admission to a state public university over out-of-state students if they meet the  
19 same admission criteria (KRS 164.2951, Section 2).

1 ~~[(4) An institution shall establish a written policy for admitting a student if an applicant has attended a~~  
2 ~~noncertified or nonpublic high school and completed a course of study. Noncertified nonpublic schools~~  
3 ~~shall include a home school.]~~

4 (2) ~~[(5)]~~ A non-resident ~~[seeking admission to a baccalaureate degree program at a university]~~ shall  
5 have fulfilled the minimum requirements for admission to a baccalaureate degree program at a university  
6 if the applicant has met the admission criteria established by the institution and [complete]:

7 (a) ~~[The ACT recommended college core courses for the precollege curriculum which are listed in the~~  
8 ~~Benefits of a High School Core Curriculum, ACT 2006; or~~

9 ~~(b)]~~ Completed a college preparatory curriculum comparable to Kentucky's pre-college curriculum;  
10 and

11 (b) Taken the ACT Assessment or the SAT Assessment [established in Section 3 of this administrative  
12 regulation].

13 (3) ~~[(6)]~~(a) A university may~~[, under extenuating circumstances, ]~~admit a student who has not met the  
14 testing requirements of subsection (1) ~~[(2)]~~(a)3 or (2)(b) of this section if the university has a written  
15 policy defining the [extenuating] circumstances that require the testing be delayed.

16 (b) ~~[(H)]~~ A university admitting a student under paragraph (a) of this subsection, ~~[the student]~~ shall  
17 satisfy the provisions of subsection (1) ~~[(2)]~~(a)3 or (2)(b) of this section during the first semester of  
18 enrollment.

19 (4) The requirement to complete the pre-college curriculum shall apply to:

1           (a) A first-time university student pursuing a baccalaureate degree with or without a declared  
2 major;

3           (b) A university student who is already enrolled and who is converting from non-degree status to  
4 baccalaureate degree status;

5           (c) A student changing from certificate or associate degree status to baccalaureate degree status; or

6           (d) A student transferring from another institution who has been admitted to baccalaureate degree  
7 status by a state-supported university.

8           (5) A university shall accept a waiver of a pre-college curriculum course if:

9           (a) A student is unable to complete the course because of a physical handicap;

10           (b) The school district superintendent or designee verifies that a student's handicapping condition  
11 prevents the student from completing the course in question; and

12           (c) The student completes a course substituted by the local school in accordance with 704 KAR  
13 3:305, Section 3(2).

14           (6) The requirement to complete the pre-college curriculum as set forth in Section 2(1)(a)2. shall  
15 not apply to:

16           (a) An adult student;

1        (b) A student entering baccalaureate degree status with twenty-four (24) or more semester  
2 credit hours applicable to a baccalaureate degree with a grade point average (GPA) of at least 2.00 on a  
3 4.00 scale;

4        (c) Active duty military personnel, their spouses, and their dependents;

5        (d) A student enrolled in a community or technical college or a community college type program  
6 at a university;

7        (e) A non-resident student subject to the provisions of subsection (2) of this section; or

8        (f) An international student.

9        (7) A university may establish, in writing, additional admission criteria to supplement these  
10 minimum requirements.

11        (8) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high  
12 ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early  
13 admission shall be exempt from the requirement of meeting the pre-college curriculum as set forth in  
14 subsection (2)(a)2.

15        (9) A university may admit a person who does not meet the entrance requirements established in  
16 this section, for the purpose of enrolling in a college course or courses as a non-degree student.

17        (10) A state-supported university who admits a student in an associate or baccalaureate degree  
18 program and who does not meet the system-wide readiness standards for English, mathematics, and  
19 reading shall use a placement exam to place a student in the proper course. If a student scores below the

1 system-wide standard of readiness in English, mathematics, and reading as outlined in the College  
2 Readiness Indicators document incorporated by reference, a university shall place the student in an:

3 (a) Appropriate developmental course in the relevant discipline within two semesters following a  
4 student's initial enrollment; or

5 (b) Appropriate entry-level college course within two semesters following a student's initial  
6 enrollment, provided that the course offers supplementary academic support such as extra class sessions,  
7 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an  
8 entry-level course.

9 (11)(a) A student shall not be required to enroll in a developmental or supplemental course in  
10 English if the student has:

11 1. A sub-score on the ACT Assessment of eighteen (18) or higher;

12 2. Met an English benchmark placement score outlined in the College Readiness Indicators  
13 document;

14 3. Successfully completed a high school English transitional course or intervention program and  
15 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

16 4. Successfully completed a developmental or supplemental English course at a public  
17 postsecondary education institution where the course meets the system-wide learning outcomes identified  
18 in the College Readiness Indicators document.

1           **(b) A student shall not be required to enroll in a developmental or supplemental mathematics**  
2 **course if the student is enrolling in a liberal arts mathematics course, and has:**

3           **1. A sub-score on the ACT Assessment of nineteen (19) or higher;**

4           **2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness**  
5 **Indicators document;**

6           **3. Successfully completed a high school mathematics transitional course or intervention program**  
7 **and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course**  
8 **outlined in the College Readiness Indicators document; or**

9           **4. Successfully completed a developmental or supplemental mathematics course at a state-**  
10 **supported postsecondary education institution that meets the system-wide learning outcomes identified in**  
11 **the College Readiness Indicators document.**

12           **(c) A student shall not be required to enroll in a developmental or supplemental course in college**  
13 **algebra if the student has:**

14           **1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;**

15           **2. Met a college algebra mathematics benchmark placement score outlined in the College**  
16 **Readiness Indicators document;**

17           **3. Successfully completed a developmental or supplemental mathematics course at a state-**  
18 **supported postsecondary education institution that meets the system-wide learning outcomes for college**  
19 **algebra identified in the College Readiness Indicators document.**

1           (d) A student shall not be required to enroll in a developmental or supplemental course in reading  
2 if the student has:

3           1. A sub-score on the ACT Assessment of twenty (20) or higher;

4           2. Met a reading benchmark placement score outlined in the College Readiness Indicators  
5 document;

6           3. Completed twelve (12) hours of reading intensive work at a postsecondary education  
7 institution;

8           4. Successfully completed a high school reading transitional course or intervention program and  
9 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators  
10 document; or

11           5. Successfully completed a developmental or supplemental reading course at a state-supported  
12 postsecondary education institution that meets the system-wide learning outcomes identified in the  
13 College Readiness Indicators document.

14           (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall  
15 be permitted to enroll in a credit-bearing calculus course.

16           (f) A student who demonstrates a level of competence by achieving the standards established in  
17 the College Readiness Indicators document, and by achieving the scores contained in sub-section (11) (a)  
18 through (e) shall be guaranteed placement in credit-bearing course work.

1           (12) An adult student who has been admitted without taking the ACT Assessment or the SAT  
2 may be placed into an appropriate course based on the following tests:

3           (a) The ACT Residual Test

4           (b) The ASSET Testing Program;

5           (c) The COMPASS Testing Program;

6           (d) The KYOTE Testing Program;

7           (e) The ACCUPLACER Testing Program; or

8           (f) An institutional placement test.

9           (13) An institution shall be responsible for determining the remediation required including the  
10 number of developmental courses required.

11           (14) An institution shall enroll a student who scores below the state-wide readiness standards in  
12 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been  
13 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental  
14 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an  
15 appropriate course requiring college-level reading skills.

16           (15) A university shall report to the Council data that monitors the performance of first-time  
17 students in developmental and entry-level courses. The core elements of the first-time student  
18 performance monitoring system shall include:

1        (a) ACT or SAT scores;

2        (b) institutional placement exam results;

3        (c) Information that identifies whether a course is developmental, entry-level, or entry-level with  
4 supplementary academic support provided; and

5        (d) Trades in developmental entry-level courses.

6        Section 3. Minimum Qualifications for Institutional Admission as a First-time Student to the  
7 Kentucky Community and Technical College System (KCTCS). (1) Except as provided by paragraph (b)  
8 of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a community  
9 and technical college degree program established by the Kentucky Community and Technical College  
10 System if the applicant has:

11        (a) Graduated from a public high school or certified non-public high school; or

12        (b) Earned a general equivalency diploma (GED®)

13        (2) An applicant who has earned a high school general equivalency diploma (GED®) or who is a  
14 graduate of a Kentucky based non-certified non-public high school, including a home school, shall have  
15 fulfilled the requirements for admission to a community or technical college by meeting the admission  
16 criteria established by KCTCS, in writing.

17        (3) KCTCS may waive the requirement to take the GED® as set forth in subsection (1)(b)  
18 pursuant to a written policy published by KCTCS.

1           (4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high  
2 ACT Assessment score, and social maturity, may be granted early admission without meeting the  
3 requirements of subsection (1)(a) and (b).

4           (5) KCTCS may admit a person who does not meet the entrance requirements established in this  
5 section, for the purpose of enrolling in a college course or courses as a non-degree student.

6           (6) KCTCS, in admitting a student to a degree program who does not meet the system-wide  
7 readiness standards for English, mathematics, and reading, shall use a placement exam to place a student  
8 in the proper course. If a student scores below the system-wide standard of readiness in English,  
9 mathematics, and reading as outlined in the College Readiness Indicators document incorporated by  
10 reference, the institution shall place the student in an:

11           (a) Appropriate developmental course or adult education course of study in the relevant discipline  
12 within two semesters following a student's initial enrollment; or

13           (b) Appropriate entry-level college course within two semesters following a student's initial  
14 enrollment, provided that the course offers supplementary academic support such as extra class sessions,  
15 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an  
16 entry-level course.

17           (7)(a) A student shall not be required to enroll in a developmental or supplemental course in  
18 English if the student has:

19           1. A sub-score on the ACT Assessment of eighteen (18) or higher;

1           2. Met an English benchmark placement score outlined in the College Readiness Indicators  
2 document;

3           3. Successfully completed a high school English transitional course or intervention program and  
4 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

5           4. Successfully completed a developmental or supplemental English course at a state-supported  
6 postsecondary education institution where the course meets the system-wide learning outcomes identified  
7 in the College Readiness Indicators document.

8           (b) A student shall not be required to enroll in a developmental or supplemental mathematics  
9 course if the student is enrolling in a liberal arts mathematics course, and has:

10           1. A sub-score on the ACT Assessment of nineteen (19) or higher;

11           2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness  
12 Indicators document;

13           3. Successfully completed a high school mathematics transitional course or intervention program  
14 and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course  
15 outlined in the College Readiness Indicators document; or

16           4. Successfully completed a developmental or supplemental mathematics course at a state-  
17 supported postsecondary education institution that meets the system-wide learning outcomes identified in  
18 the College Readiness Indicators document.

1            (c) A student shall not be required to enroll in a developmental or supplemental course in college  
2 algebra if the student has:

3            1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

4            2. Met a college algebra mathematics benchmark placement score outlined in the College  
5 Readiness Indicators document;

6            3. Successfully completed a developmental or supplemental mathematics course at a state-  
7 supported postsecondary education institution that meets the system-wide learning outcomes for college  
8 algebra identified in the College Readiness Indicators document.

9            (d) A student shall not be required to enroll in a developmental or supplemental course in reading  
10 if the student has:

11           1. A sub-score on the ACT Assessment of twenty (20) or higher;

12           2. Met a reading benchmark placement score outlined in the College Readiness Indicators  
13 document;

14           3. Completed twelve (12) hours of reading intensive work at a postsecondary education  
15 institution;

16           4. Successfully completed a high school reading transitional course or intervention program and  
17 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators  
18 document; or

1           5. Successfully completed a developmental or supplemental reading course at a state-supported  
2 postsecondary education institution that meets the system-wide learning outcomes identified in the  
3 College Readiness Indicators document.

4           (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall  
5 be permitted to enroll in a credit-bearing calculus course.

6           (f) A student who demonstrates a level of competence by achieving the standards established in  
7 the College Readiness Indicators document, and by achieving the scores contained in sub-section (7) (a)  
8 through (d) shall be guaranteed placement in credit-bearing course work.

9           (8) An adult student who has been admitted without taking the ACT Assessment or the SAT may  
10 be placed into an appropriate course based on the following tests:

11           (a) The ACT Residual Test;

12           (b) The ASSET Testing Program;

13           (c) The COMPASS Testing Program;

14           (d) The KYOTE Testing Program;

15           (e) The ACCUPLACER Testing Program; or

16           (f) An institutional placement test.

17           (9) An institution shall be responsible for determining the remediation required including the  
18 number of developmental courses required.

1           (10) An institution shall enroll a student who scores below the state-wide readiness standards in  
2 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been  
3 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental  
4 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an  
5 appropriate course requiring college-level reading skills.

6           (11) KCTCS may exempt students enrolled in selected certificate and diploma programs from an  
7 assessment and placement in English, mathematics, and reading. The list of certificate and diploma  
8 programs that exempt students from the required assessment and placement shall be published by KCTCS  
9 in the student catalog.

10           (12) KCTCS shall report to the Council data that monitors the performance of first-time students  
11 in developmental and entry-level courses. The core elements of the first-time student performance  
12 monitoring system shall include:

13           (a) ACT or SAT scores;

14           (b) Institutional placement exam results;

15           (c) Information that identifies whether a course is developmental, entry-level, or entry-level with  
16 supplementary academic support provided; and

17           (d) Trades in developmental entry-level courses.

18 ~~[Precollege Curriculum. (1) An applicant to a baccalaureate degree program at an institution shall~~  
19 ~~complete twenty two (22) or more approved high school units including the following courses in the~~

1 ~~precollege curriculum. The precollege curriculum established in this section shall include the following~~  
2 ~~categories and courses of study:~~

3 ~~(a) Four (4) units of high school study in English/language arts, specifically including English I,~~  
4 ~~English II, English III, and English IV or AP English;~~

5 ~~(b) Except as provided in subparagraphs 1, 2, and 3 of this paragraph, three (3) units of high school~~  
6 ~~study in mathematics, including Algebra I, Algebra II, and Geometry.~~

7 ~~1. An integrated, applied, interdisciplinary, or technical/occupational course may be substituted for a~~  
8 ~~traditional Algebra I, Geometry, or Algebra II course if the course meets the appropriate content standards~~  
9 ~~described in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

10 ~~2. A mathematics course whose content is more rigorous than Algebra I shall be accepted as a~~  
11 ~~substitute for Algebra I.~~

12 ~~3. An Algebra I course taken prior to high school shall be counted as a required mathematics course if~~  
13 ~~the academic content of the course is at least as rigorous as the appropriate high school algebraic thinking~~  
14 ~~standards outlined in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

15 ~~(c) Three (3) units of high school study in science, to include physical science, life science, and earth~~  
16 ~~and space science. At least one (1) unit shall be a laboratory course;~~

17 ~~(d) Three (3) units of high school study in social studies, from the following content areas: United~~  
18 ~~States history, economics, government, world geography, and world civilization;~~

19 ~~(e) One half (1/2) unit in health education;~~

1 ~~(f) One half (1/2) unit in physical education;~~

2 ~~(g) One (1) unit in history and appreciation of visual and performing arts; and~~

3 ~~(h) Two (2) units in the same foreign language unless:~~

4 ~~1. The applicant's local school has diagnosed the student as having a learning disability as set forth in~~  
5 ~~KRS 157.200 and 707 KAR 1:310; and~~

6 ~~2. Either:~~

7 ~~a. The school has determined that the learning disability precludes the student from successfully~~  
8 ~~completing a foreign language course; or~~

9 ~~b. The applicant demonstrates linguistic competence and awareness of a foreign language at least~~  
10 ~~equivalent to two (2) years of high school language.~~

11 ~~(2) In addition to the requirements of subsection (1) of this section, a student shall take five (5)~~  
12 ~~electives. Three (3) of the five (5) electives shall be courses with academic content that is at least as~~  
13 ~~rigorous as that required in the minimum high school graduation requirements and shall be in the~~  
14 ~~following areas of study:~~

15 ~~(a) Social studies;~~

16 ~~(b) Science;~~

17 ~~(c) Mathematics;~~

18 ~~(d) English/language arts;~~

1       ~~(e) Arts and humanities;~~

2       ~~(f) Physical education and health. A student shall be limited to one half (1/2) unit as an elective in~~  
3 ~~physical education and to one half (1/2) unit in health;~~

4       ~~(g) Foreign language; or~~

5       ~~(h) Agriculture, industrial technology education, business education, marketing education, family and~~  
6 ~~consumer sciences, health sciences, technology education and career pathways.~~

7       ~~(3)(a) An integrated, applied, interdisciplinary, or higher level course shall be substituted for a course~~  
8 ~~listed in subsections (1) or (2) of this section, if the substituted course offers the same or greater academic~~  
9 ~~rigor and the course covers or exceeds the minimum required content.~~

10       ~~(b) Integrated mathematics courses shall be taken as a sequence. A student shall choose either the~~  
11 ~~algebra/geometry sequence or the integrated mathematics sequence.~~

12       ~~(c) An approved substitute course may include an honors course, advanced placement course, dual~~  
13 ~~credit course, or a course taken at an institution.~~

14       ~~(4) An institution may establish additional requirements to supplement this minimum academic~~  
15 ~~preparation.~~

16       ~~(5)(a) An institution shall accept a waiver of a required precollege curriculum course if:~~

17       ~~1. A student is unable to complete a course because of a physical handicap; and~~

1 ~~2. The school district superintendent or designee verifies that a student's handicapping condition~~  
2 ~~prevents the student from completing the course in question.~~

3 ~~(b) Following a determination that a student is unable to complete a course based upon paragraph (a)~~  
4 ~~of this subsection, a local school may substitute another course in accordance with 704 KAR 3:305,~~  
5 ~~Section 3(2).~~

6 ~~(6) An institution shall determine whether an applicant has met these minimum academic preparation~~  
7 ~~requirements.~~

8 ~~(7) The precollege curriculum requirement shall apply to:~~

9 ~~(a) A first-time student pursuing a baccalaureate degree with or without a declared major;~~

10 ~~(b) A student converting from nondegree status to baccalaureate degree status;~~

11 ~~(c) A student changing from certificate or associate degree level to baccalaureate degree level; or~~

12 ~~(d) A student who, transferring from another institution, has been admitted to baccalaureate degree~~  
13 ~~status by the receiving institution.~~

14 ~~(8) The following shall be exempted from the requirements of the precollege curriculum:~~

15 ~~(a) An adult student;~~

16 ~~(b) A student entering baccalaureate degree status with twenty-four (24) or more semester credit hours~~  
17 ~~applicable to a baccalaureate degree with a GPA (grade point average) of at least 2.00 on a 4.00 scale;~~

18 ~~(c) Active duty military personnel, their spouses, and their dependents;~~

1 ~~(d) A student enrolled in a community or technical college or a community college type program at a~~  
2 ~~university;~~

3 ~~(e) A nonresident student because he or she is subject to the provisions of Section 2(5) of this~~  
4 ~~administrative regulation; or~~

5 ~~(f) An international student.~~

6 ~~Section 4. Conditional Admissions Qualifications. (1) A university shall have the option of admitting~~  
7 ~~conditionally a first time student applicant to a baccalaureate degree program who has not met the~~  
8 ~~requirements of Section 3 of this administrative regulation. A first time student admitted conditionally~~  
9 ~~shall remove or otherwise satisfy academic deficiencies in a manner and time period established by the~~  
10 ~~enrolling institution.~~

11 ~~(2) An institution enrolling students in a baccalaureate degree program under the conditional~~  
12 ~~admission provisions in subsection (1) of this section shall admit conditionally each academic term not~~  
13 ~~more than five (5) percent of a base figure. The base figure shall be the average number of students~~  
14 ~~reported as enrolled with baccalaureate degree status over the preceding four (4) years.~~

15 ~~(3) Although not subject to the precollege curriculum for admission purposes, the precollege~~  
16 ~~curriculum status of students enrolled in a community college type program in a university shall be~~  
17 ~~assessed and reported to the Council on Postsecondary Education.~~

18 ~~(4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high~~  
19 ~~ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early~~

1 ~~admission by an institution shall be exempt from the provisions of Sections 2 and 3 of this administrative~~  
2 ~~regulation.~~

3 ~~(5) At the discretion of the institution, a person who does not meet college entrance requirements,~~  
4 ~~including high school students, may enroll in a college course as a nondegree student.]~~

5 Section (4) [5]. Transfer Students. (1) The council's General Education Transfer Policy and  
6 Implementation Guidelines, incorporated by reference, shall direct an institution's policy on the  
7 acceptance of transfer credits.

8 (2) An institution shall assure that a transferring student receives academic counseling concerning the  
9 transfer of credit among institutions.

10 (3) A university or the KCTCS [~~An institution~~], consistent with the provisions of subsection (1) of  
11 this section, shall accept a student's college credit earned when a course is taken both for high school  
12 credit and college credit. Credit earned through a dual enrollment arrangement shall be treated the same as  
13 credit earned in any other college course.

14 [~~Section 6. Assessment and Placement of Students. (1) The Kentucky Statewide Public Postsecondary~~  
15 ~~Placement Policy in English and Mathematics shall apply to:~~

16 ~~(a) A first-time student enrolled in an associate or baccalaureate degree program or a certificate or~~  
17 ~~diploma program at an institution;~~

18 ~~(b) A student who transfers from a degree program at one (1) institution into a degree program at~~  
19 ~~another institution and who has not taken and successfully passed college level courses in mathematics~~  
20 ~~and English;~~

1       ~~(c) A student who transfers from a certificate or diploma program into a degree program and who has~~  
2 ~~not taken and successfully passed college level courses in mathematics and English; or~~

3       ~~(d) A student converting from nondegree status to degree status who has not taken and successfully~~  
4 ~~passed college level courses in mathematics and English.~~

5       ~~(2) A nondegree seeking student shall be exempt from systemwide mandatory assessment and~~  
6 ~~placement policies.~~

7       ~~(3) Except as provided in subsection (11) of this section, an institution shall use the ACT Assessment~~  
8 ~~to evaluate student competencies in mathematics, English, and reading. An institution may accept scores~~  
9 ~~on the SAT in lieu of the ACT Assessment for placement in college level courses.~~

10       ~~(4) If a student is determined to have not met the systemwide standards for readiness, an institution~~  
11 ~~shall use a placement exam to help place the student in the proper course.~~

12       ~~(5) An institution shall place a student who scores below the systemwide standard in mathematics,~~  
13 ~~English, or reading in an:~~

14       ~~(a) Appropriate developmental course in the relevant discipline; or~~

15       ~~(b) Entry level college course, if the course offers supplementary academic support, such as extra~~  
16 ~~class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually~~  
17 ~~associated with an entry level course.~~

1       ~~(6) Effective with the fall semester of 2010, an institution shall satisfy the provisions of subsection (5)~~  
2       ~~of this section by placing a student in the appropriate developmental course or entry level college course~~  
3       ~~within the first two (2) academic terms that a student is enrolled.~~

4       ~~(7)(a) A student shall not be required to enroll in a developmental course in English if the student has~~  
5       ~~a sub score on the ACT Assessment of eighteen (18) or higher in English. The student shall be permitted~~  
6       ~~to enroll in a credit bearing writing course.~~

7       ~~(b) A student shall not be required to enroll in a developmental course in Mathematics if the student~~  
8       ~~has a subscore on the ACT Assessment of nineteen (19) or higher in Mathematics.~~

9       ~~1. A student who scores between nineteen (19) and twenty one (21) shall be permitted to enroll in a~~  
10       ~~credit bearing mathematics course.~~

11       ~~2. A student who scores twenty two (22) through twenty six (26) on the ACT Assessment in~~  
12       ~~Mathematics shall be permitted to enroll in a credit bearing algebra course.~~

13       ~~3. A student who scores twenty seven (27) or higher on the ACT Assessment in Mathematics shall be~~  
14       ~~permitted to enroll in a credit bearing calculus course.~~

15       ~~(e) A student who has been admitted to an institution and who demonstrates a level of competence by~~  
16       ~~achieving the standards established in the Kentucky Statewide Public Postsecondary Placement Policy in~~  
17       ~~English and Mathematics, which is incorporated by reference, and by achieving the scores contained in~~  
18       ~~paragraph (a) or (b) of this subsection shall be guaranteed placement in credit bearing coursework.~~

19       ~~(8) An adult student who has been admitted without the ACT Assessment test or the SAT may be~~  
20       ~~placed into an appropriate course using:~~

1       ~~(a) The ACT Residual Test;~~

2       ~~(b) The ASSET Testing Program;~~

3       ~~(c) The COMPASS Testing Program;~~

4       ~~(d) The ACCUPLACER Testing Program; or~~

5       ~~(e) An institutional placement test.~~

6       ~~(9) An institution shall be responsible for determining the remediation required including the number~~  
7 ~~of developmental courses required, if necessary.~~

8       ~~(10) Effective with the fall semester of 2010, an institution shall enroll a student who scores below the~~  
9 ~~statewide standards in an appropriate developmental or entry level course until readiness for credit-~~  
10 ~~bearing courses has been demonstrated. An institution shall ensure that a student who completes a~~  
11 ~~developmental or supplemental course shall enroll in a credit bearing course in that subject or discipline,~~  
12 ~~or in the case of reading, appropriate course work requiring college level reading skills.~~

13       ~~(11)(a) KCTCS shall select campus placement tests for the community and technical colleges that~~  
14 ~~assess mathematics, English, and reading skills.~~

15       ~~(b) KCTCS may use the ACT Assessment scores or SAT scores to place a student into an appropriate~~  
16 ~~developmental course.~~

17       ~~(12) KCTCS shall place a degree seeking student who scores below the systemwide standard in~~  
18 ~~mathematics, English, or reading in an:~~

1 ~~(a) Appropriate developmental course in the relevant discipline; or~~

2 ~~(b) Entry level college course if the course offers supplementary academic support, such as extra class~~  
3 ~~sessions, additional labs, tutoring, and increased monitoring of students, beyond that which is usually~~  
4 ~~associated with an entry level course.~~

5 ~~(13) KCTCS may exempt students enrolled in selected certificate and diploma programs from an~~  
6 ~~assessment and placement in mathematics, English, and reading. The list of certificate and diploma~~  
7 ~~programs that exempt students from the required assessment and placement in mathematics, English, and~~  
8 ~~reading shall be published by KCTCS in the student catalog.~~

9 ~~(14) an institution shall report to the council data that monitors the performance of first time students~~  
10 ~~in developmental and entry level courses. The core elements of the first time students performance~~  
11 ~~monitoring system shall include, as appropriate:~~

12 ~~(a) ACT or SAT scores;~~

13 ~~(b) Institutional placement exam results;~~

14 ~~(c) Information that identifies whether a course is developmental, entry level, or entry level with~~  
15 ~~supplementary academic support provided; and~~

16 ~~(d) Grades in developmental and entry level courses.]~~

17 Section 4 [7]. Incorporation by Reference. (1) The following material is incorporated by reference:

18 (a) "General Education Transfer Policy and Implementation Guidelines", 2004, Council on  
19 Postsecondary Education;

1 (b) College Readiness Indicators, 2010~~["Benefits of a High School Core Curriculum", 2006, ACT;~~  
2 ~~and~~

3 ~~(c) "Kentucky Statewide Public Postsecondary Placement Policy in English and Mathematics", 2004.]~~

4 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the  
5 Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky,  
6 Monday through Friday, 8 a.m. to 4:30 p.m.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Paul E. Patton, Chair  
Council on Postsecondary Education

APPROVED AS TO FORM:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dennis L. Taulbee, General Counsel  
Council on Postsecondary Education

**PUBLIC HEARING AND PUBLIC COMMENT PERIOD:** A public hearing on this administrative regulation shall be held on July 26 at 10:00 a.m. local time at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until August 1, 2011.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

**CONTACT PERSON:**

Dr. Sue Cain, Coordinator  
Council on Postsecondary Education  
1024 Capital Center Dr.  
Suite 320  
Frankfort, Kentucky 40601  
Phone: 502.573.1555 ext. 254  
Fax: 502.573.1535  
Email: sue.cain@ky.gov

**ESEA Flexibility Request -- Attachment 7**  
**Timeline for U.S. Department of Education Peer Review**  
**and**  
**Explanation of Kentucky's Testing Program**

Timeline for U.S. Department of Education Peer Review							
	Key Milestone or Activity	Timeline Start	Timeline Completion	Responsible	Evidence	Status	Notes
1	Outline legal requirements for new assessment system	1-Jan-09	30-Mar-11	KY General Assembly	Senate Bill 1	Completed	
2	Design Outline based on SB1	1-Apr-09	1-Aug-09	KDE - Assessment	Assessment Outline	Completed	
3	Re-write Academic Standards - Reading/Mathematics Common Core	1-Apr-09	15-Dec-09	KDE - Curriculum/Instruction	Kentucky Core Academic Standards	Completed	
4	Adopt Common Core Standards in Reading and Mathematics	1-Feb-10	15-Feb-10	KBE - Approval	KBE Minutes	Completed	
5	Select Vendors to Deliver new assessment system	1-Jul-10	1-Feb-11	KDE - Assessment	Contracts	Completed	Vendors: Pearson for K-PREP 3-8 tests; ACT for HS End of Course; ACT for College EPAS System.
6	Codify Accountability System and test system into state regulations	1-Jun-10	1-Jul-11	KDE and KBE	State Regulation	Completed	KBE has approved state regulation. Regulations are in final stage of review by Administrative Regulation Review Committee of the General Assembly.
7	ACT EOC Testing	1-Oct-11	Ongoing	KDE - Assessment and ACT	Test Scores	In Progress	ACT EOC tests scheduled for a 1 Oct 2011 start date. Continue through the year.
8	Pearson K-PREP Tests 3-8 Test Developed	1-Apr-12	15-Mar-12	KDE - Assessment and Pearson	Blueprints	On Schedule	Pearson (as of fall 2012) is developing the K-PREP tests
9	Pearson K-PREP Tests Administered 3-8	15-Apr-12	15-Jun-12	KDE		On Schedule	
10	Development of Peer Review Workbook	15-Apr-11	1-Oct-12	KDE			

Attachment 7  
 Kentucky ESEA Flexibility Request

ATTACHMENT 7 - Timeline of when SEA will submit the assessments and standards for peer review

Timeline for U.S. Department of Education Peer Review							
	Key Milestone or Activity	Timeline Start	Timeline Completion	Responsible	Evidence	Status	Notes
11	Peer Review	1-Feb-12	1-Dec-12	KDE- Assessment and USDOE		In Planning	Based on the final design and test items, KDE will notify USDOE in February concerning the intent to have their new test system reviewed by Peer Reviewers. Standard setting will occur in the summer/fall of 2012. Once the standard setting is complete, a Peer Review can be conducted.
12	Adopt Science and Social Studies Standards	1-Dec-12	31-Dec-12	KBE - Approval		Scheduled for future	
13	Vendor creates new Science and Social test based on new science and math standards	1-Jan-13	30-Oct-13	KDE - Assessment and Pearson		Scheduled for future	
14	Administer new science and social studies tests	1-Apr-13	30-Jun-13	KDE - Assessment and Pearson		Scheduled for future	
15	Peer Review	1-Feb-13	1-Dec-13	KDE - Assessment and USDOE		Scheduled for future	Additional Peer Review for new tests in science and social studies.

Kentucky's testing program is described below:

**Elementary and Middle Schools Tests**  
**Kentucky Performance Rating for Education Progress (K-PREP) Tests Grades 3-8**

Pearson is designing a summative, end-of-year test for Grades 3 through 8 to measure the Kentucky Core Academic Standards (KCAS). The KCAS in reading, mathematics, and writing incorporate 100% of the Common Core Standards. In science and social studies, Pearson will use the Kentucky Core Content for Assessment (KCCA). KCCA was developed in 2006 to capture Kentucky standards. As soon as a national set of standards arrives for science and social studies, Kentucky will re-write tests to match those standards. Common Core Academic Standards items were field-tested in Kentucky in the spring of 2011 and will become the operational items used in the spring 2012 testing. WestEd, the lead vendor for the Smarter Balanced Consortium (SBAC), wrote the first set of field test items to match the Common Core Academic Standards. The tested subjects and grades are outlined in the table found below titled "Summary of Kentucky State-Required Assessments for 2011-12 School Year". The test will be a combination of norm-referenced (NRT) and criterion-referenced (CRT) sections. The test will include multiple choice and constructed response questions. The NRT will produce a picture of student achievement compared to a national norming sample and the CRT will produce information about how well students perform on the Common Core Academic Standards.

Attachment 7  
 Kentucky ESEA Flexibility Request

Summary of Kentucky State-Required Assessments for 2011-2012 School Year

GRADE	Reading (KCAS)	Writing (KCAS)	Mathematics (KCAS)	Science (CC 4.1)	Social Studies (CC 4.1)	EPAS
3	CRT/NRT		CRT/NRT			
4	CRT/NRT	Editing/Mechanics	CRT/NRT	CRT/NRT		
5	CRT/NRT	On-demand Writing	CRT/NRT		CRT/NRT	
6	CRT/NRT	Editing/Mechanics and On-demand Writing	CRT/NRT			
7	CRT/NRT		CRT/NRT	CRT/NRT		
8	CRT/NRT	On-demand Writing	CRT/NRT		CRT/NRT	EXPLORE
9	End of Course English II		End of Course Algebra II	End of Course Biology	End of Course U.S. History	
10		On-demand Writing				PLAN (Used to meet required testing of editing/mechanics.)
11		On-demand Writing				ACT
12						
KCAS=Kentucky Core Academic Standards    CC 4.1=Core Content for Assessment,4.1 EPAS=Educational Planning and Assessment System by ACT, Inc.						

**High School Testing**

*ACT EPAS Tests*

Kentucky adopted the ACT Educational Planning and Assessment System (EPAS). EPAS includes a linked set of tests measuring college readiness standards. The EPAS is based on the core academic areas of high school and postsecondary and measures the knowledge and skills needed for college success. All of the assessments are multiple-choice tests administered under standardized conditions. The tests are developmentally and conceptually linked. The EPAS tests are: (1) ACT, (2) ACT PLAN, and (3) ACT EXPLORE.

(1) ACT

ACT is a curriculum-based test directly related to the standards of high school courses in English, reading, mathematics, and science. A high correlation exists between the Common Core Standards and the standards measured by the ACT test. The ACT is given to all Kentucky high school juniors in March. Scores meeting or exceeding the Council

Attachment 7

Kentucky ESEA Flexibility Request

on Postsecondary Education's benchmarks are used by 100% of the Kentucky higher education institutions for placement into credit bearing courses. ACT has a fifty year history of use in the United States and has a breadth of solid research.

(2) ACT PLAN

ACT PLAN is administered to all sophomores in Kentucky. The PLAN is a curriculum-based test that has a link to the ACT scale allowing the test scores to predict performance on the ACT. The PLAN has four tests: English, reading, mathematics and science. In addition, objective data on the strengths and weaknesses of a student are provided.

(3) ACT EXPLORE

ACT EXPLORE is administered to all eighth graders. The EXPLORE is a curriculum-based test that has a direct link to the PLAN test scale. The scores from the EXPLORE can predict how a student will perform on the PLAN test. The EXPLORE has four tests: English, reading, mathematics, and science. In addition, objective data on the strengths and weaknesses of a student are provided.

*High School End-of-Course (EOC) Tests*

In addition to the EPAS tests, the ACT Quality Core EOC tests will be used for the high school testing program. The Quality Core program was designed to ensure that students have access to high-quality, rigorous instruction in core subjects. Quality Core is more than a test since it provides numerous curriculum resources and an item bank for formative assessment needs. Besides the curriculum materials, Quality Core does have companion end -of -course tests.

For 2011-12, four EOC tests will be used by Kentucky: English II, Algebra II, Biology and U.S. History. These four courses cover the traditional subjects of reading, mathematics, science and social studies. In addition, all four courses are required to earn a Kentucky public school diploma; therefore, all students will take these four tests. Writing will be tested in high school through an end-of -year, summative K-Prep test designed by Pearson. The standards of the EOC tests match very well with the Common Core State Standards for College and Career Readiness.

*English Language (EL)*

The Kentucky Department of Education fulfills the requirement for an annual English language proficiency (ELP) assessment through its membership in the WIDA Consortium (World-Class Instructional Design and Assessment - WIDA). WIDA is a not-for-profit educational consortium of state departments of education that designs and implements English language proficiency standards and equitable educational opportunities for grade K-12 students who are English language learners.

WIDA provides Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs as its ELP assessment. ACCESS is tied to Kentucky's language proficiency standards with varying stages of second language acquisition. It contains social and academic language contexts. For Title III accountability, ACCESS for ELLs measures annual gains in

Attachment 7  
Kentucky ESEA Flexibility Request

English language proficiency-Annual Measurable Achievement Objectives (AMAOs). With Kentucky's adoption of the voluntary common core state standards, WIDA and Kentucky have amplified the ELP standards to align the ELP standards to the state's new academic standards.

### *Alternate Assessment*

The Kentucky Alternate Assessment Program (KAAP) was developed in 1990 as a result of the state's original education reform legislation. KAAP provides schools and programs with a valid and reliable means of assessing the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1% of the total student population for whom traditional assessments would be an inappropriate measure of progress). Since 1990, Kentucky has been fully inclusive requiring that students in the 1% population participate in the state's assessment and accountability program.

With the implementation of Kentucky's new academic content standards for English/language arts and mathematics for the general assessment, new alternate assessment standards were also developed. The standards for the alternate assessment strongly link to the grade-level academic content standards, but appropriately are expectations with less depth and breadth than those for the general education students.

To reflect the changes in Kentucky's assessment system for general education students, the Kentucky Alternate Assessment Program has been revised for the 2011-2012 academic year. The revised program includes two components: Attainment Tasks (AT) and the Transition Attainment Record (TAR). These components play vital roles in the assessment of the individual students. Results are included in accountability calculations for schools and districts.

- **Attainment Tasks (AT)**  
Attainment tasks are performance events that require students to complete a task, working step by step as directed by the teacher. This modified multiple-choice assessment is required in reading, mathematics, science, social studies and writing.
- **Transition Attainment Record (TAR)**  
The Transition Attainment Record is a checklist that evaluates the student's readiness in reading, mathematics and science. The TAR is completed in grades 8, 10 and 11 and serves as an alternate for the EXPLORE, PLAN and ACT assessments.

**Attachment 8 -- Average Statewide Proficiency Based on 2010-2011 KCCT Results in Reading/Language Arts and Mathematics for the All Students Group and All Subgroups**

Level	Student Group	2011 Reading PD%	2011 Math PD%	2011 Combined RD/MA Average PD%
Elementary	All Students	76.0	72.8	74
Elementary	Male	72.1	72.2	72
Elementary	Female	80.2	73.4	77
Elementary	White	78.7	75.5	77
Elementary	African American	58.1	54.3	56
Elementary	Hispanic	69.9	67.0	68
Elementary	Asian	83.0	84.1	84
Elementary	Free/Reduced Lunch	68.6	64.8	67
Elementary	LEP	56.5	56.4	56
Elementary	With Disabilities	55.5	50.9	53
Middle	All Students	69.9	65.1	68
Middle	Male	63.7	63.0	63
Middle	Female	76.5	67.3	72
Middle	White	72.6	68.4	71
Middle	African American	51.0	41.1	46
Middle	Hispanic	63.3	57.3	60
Middle	Asian	76.5	80.4	78
Middle	Free/Reduced Lunch	60.4	54.8	58
Middle	LEP	33.1	33.1	33
Middle	With Disabilities	38.8	37.6	38
High School	All Students	65.9	46.0	56
High School	Male	58.9	45.1	52
High School	Female	73.4	46.9	60
High School	White	68.2	48.2	58
High School	African American	50.1	28.1	39
High School	Hispanic	61.0	38.7	50
High School	Asian	70.4	71.0	71
High School	Free/Reduced Lunch	54.7	33.8	44
High School	LEP	20.6	17.4	19
High School	With Disabilities	26.8	18.6	23
Overall	All Students	72.0	66.0	69
Overall	Male	66.6	64.8	66
Overall	Female	77.7	67.3	72
Overall	White	74.6	68.8	72
Overall	African American	53.9	45.3	50
Overall	Hispanic	66.3	60.6	63
Overall	Asian	78.8	81.1	80
Overall	Free/Reduced Lunch	63.4	57.1	60
Overall	LEP	45.7	46.0	46
Overall	With Disability	45.5	42.2	44

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

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
001016	Adair County	Adair County Elementary School	00-06	Yes	Elementary	Needs Improvement												
001010	Adair County	Adair County High School	08-12	No	High Sch	Needs Improvement												
001014	Adair County	Adair County Middle School	07-08	Yes	Middle Sch	Reward		Yes										
001013	Adair County	John Adair Intermediate School	03-05	Yes	Elementary	Reward		Yes										
005060	Allen County	Allen County Intermediate Center	04-06	Yes	Elementary	Needs Improvement		Yes										Yes
005010	Allen County	Allen County Primary Center	00-03	Yes	Elementary	Reward		Yes										Yes
005020	Allen County	Allen County-Scottsville High School	09-12	No	High Sch	Focus			Yes									Yes
005015	Allen County	James E Bazzell Middle School	07-08	Yes	Middle Sch	Needs Improvement												
006010	Anchorage Independent	Anchorage Independent Public School	00-08	Yes	Elementary	Proficient												Yes
006010	Anchorage Independent	Anchorage Independent Public School	00-08	Yes	Middle Sch	Reward		Yes										Yes
011020	Anderson County	Anderson County High School	09-12	No	High Sch	Proficient												Yes
011025	Anderson County	Anderson County Middle School	06-08	No	Middle Sch	Reward		Yes										Yes
011110	Anderson County	Emma B. Ward Elementary School	01-05	Yes	Elementary	Needs Improvement												Yes
011022	Anderson County	Robert B. Turner Elementary School	01-05	Yes	Elementary	Needs Improvement												Yes
011050	Anderson County	Saffell Street Elementary School	01-05	Yes	Elementary	Proficient												Yes
012130	Ashland Independent	Charles Russell Elementary School	00-06	Yes	Elementary	Reward		Yes										Yes
012050	Ashland Independent	George M. Verity Middle School	07-08	Yes	Middle Sch	Focus												Yes
012080	Ashland Independent	Hager Elementary School	00-06	Yes	Elementary	Proficient												Yes
012100	Ashland Independent	Oakview Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
012010	Ashland Independent	Paul G. Blazer High School	09-12	No	High Sch	Proficient												Yes
013011	Augusta Independent	Augusta Independent School	00-12	Yes	Elementary	Reward		Yes										Yes
013011	Augusta Independent	Augusta Independent School	00-12	Yes	Middle Sch	Needs Improvement												Yes
013011	Augusta Independent	Augusta Independent School	00-12	Yes	High Sch	Focus			Yes									Yes
015050	Ballard County	Ballard County Elementary School	00-05	Yes	Elementary	Focus												Yes
015005	Ballard County	Ballard County Middle School	06-08	Yes	Middle Sch	Proficient												Yes
016011	Barbourville Independent	Ballard Memorial High School	09-12	No	High Sch	Proficient												Yes
016011	Barbourville Independent	Barbourville City School	00-12	Yes	Elementary	Needs Improvement												Yes
016011	Barbourville Independent	Barbourville City School	00-12	Yes	Middle Sch	Needs Improvement												Yes
016011	Barbourville Independent	Barbourville City School	00-12	Yes	High Sch	Needs Improvement												Yes
017010	Bardstown Independent	Bardstown Elementary School	00-12	Yes	Elementary	Focus												Yes
017020	Bardstown Independent	Bardstown High School	09-12	No	High Sch	Needs Improvement												Yes
017030	Bardstown Independent	Bardstown Middle School	06-08	No	Middle Sch	Needs Improvement												Yes
021010	Barren County	Austin Tracy Elementary School	00-06	Yes	Elementary	Reward		Yes										Yes
021027	Barren County	Barren County High School	09-12	No	High Sch	Needs Improvement												Yes
021050	Barren County	Barren County Middle School	07-08	No	Middle Sch	Focus												Yes
021035	Barren County	Eastern Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
021080	Barren County	Hiselle Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
021014	Barren County	North Jackson Elementary	00-06	Yes	Elementary	Proficient												Yes
021130	Barren County	Park City Elementary School	00-06	Yes	Elementary	Proficient												Yes
021150	Barren County	Red Cross Elementary School	00-06	Yes	Elementary	Proficient												Yes
021180	Barren County	Temple Hill Elementary School	00-06	Yes	Elementary	Proficient												Yes
025040	Bath County	Bath County High School	09-12	Yes	High Sch	Needs Improvement												Yes
025020	Bath County	Bath County Middle School	06-08	Yes	Middle Sch	Reward		Yes										Yes
025014	Bath County	Crossroads Elementary School	00-05	Yes	Elementary	Focus												Yes
025030	Bath County	Owingsville Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes

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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		
026010	Beechwood Independent	Beechwood Elementary School	00-06	No	Elementary	Reward	Yes										Yes
026020	Beechwood Independent	Beechwood High School	07-12	No	Middle Sch	Needs Improvement											Yes
031012	Bell County	Bell Central High School	00-08	Yes	Elementary	Proficient	Yes										Yes
031012	Bell County	Bell Central School Center	00-08	Yes	Middle Sch	Proficient											Yes
031040	Bell County	Bell Central School Center	00-08	Yes	High Sch	Needs Improvement											Yes
031180	Bell County	Bell County High School	00-08	Yes	Elementary	Needs Improvement											Yes
031180	Bell County	Frakes School Center	00-08	Yes	Middle Sch	Focus	Yes										Yes
031250	Bell County	Frakes School Center	00-08	Yes	Elementary	Focus											Yes
031250	Bell County	Lone Jack School Center	00-08	Yes	Middle Sch	Focus	Yes										Yes
031013	Bell County	Lone Jack School Center	00-08	Yes	Elementary	Focus	Yes										Yes
031013	Bell County	Page School Center	00-08	Yes	Elementary	Needs Improvement											Yes
031345	Bell County	Page School Center	00-08	Yes	Middle Sch	Needs Improvement											Yes
031345	Bell County	Right Fork School Center	00-08	Yes	Elementary	Focus											Yes
031390	Bell County	Right Fork School Center	00-08	Yes	Middle Sch	Reward	Yes										Yes
031390	Bell County	Yellow Creek School Center	00-08	Yes	Elementary	Focus											Yes
032010	Bellevue Independent	Bellevue High School	00-08	Yes	Middle Sch	Reward	Yes										Yes
032010	Bellevue Independent	Bellevue High School	07-12	Yes	Middle Sch	Focus											Yes
032020	Bellevue Independent	Bellevue High School	07-12	Yes	High Sch	Needs Improvement											Yes
034010	Berea Independent	Grandview Elementary School	00-06	Yes	Elementary	Needs Improvement											Yes
034020	Berea Independent	Berea Community Elementary School	00-05	Yes	Elementary	Focus											Yes
034015	Berea Independent	Berea Community High School	09-12	Yes	High Sch	Focus	Yes										Yes
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	Yes										Yes
035040	Boone County	Boone County High School	09-12	No	High Sch	Proficient											Yes
035010	Boone County	Burlington Elementary School	00-05	Yes	Elementary	Focus											Yes
035041	Boone County	Camp Ernst Middle School	06-08	No	Middle Sch	Focus											Yes
035055	Boone County	Charles H. Kelly Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes
035045	Boone County	Chester Goodridge Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes
035045	Boone County	Conner High School	09-12	No	High Sch	Focus											Yes
035050	Boone County	Conner Middle School	06-08	No	Middle Sch	Focus											Yes
035075	Boone County	Florence Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes
035065	Boone County	Gray Middle School	06-08	No	Middle Sch	Proficient											Yes
035071	Boone County	Hillard Collins Elementary School	00-05	Yes	Elementary	Focus											Yes
035080	Boone County	Larry A. Ryle High School	09-12	No	High Sch	Reward	Yes										Yes
035008	Boone County	New Haven Elementary School	00-05	No	Elementary	Needs Improvement											Yes
035081	Boone County	North Pointe Elementary School	00-05	No	Elementary	Proficient											Yes
035085	Boone County	Ockerman Elementary School	00-05	Yes	Elementary	Focus											Yes
035015	Boone County	Ockerman Middle School	06-08	No	Middle Sch	Focus											Yes
035020	Boone County	Randall K. Cooper High School	09-12	No	High Sch	Reward	Yes										Yes
035011	Boone County	Rector A. Jones Middle School	06-08	No	Middle Sch	Focus											Yes
041010	Bourbon County	Shirley Mann Elementary School	00-05	No	Elementary	Reward	Yes										Yes
041110	Bourbon County	Bourbon Central Elementary School	00-05	Yes	Elementary	Reward											Yes
041120	Bourbon County	Bourbon County High School	09-12	No	High Sch	Needs Improvement											Yes
041030	Bourbon County	Bourbon County Middle School	06-08	No	Middle Sch	Proficient											Yes
041030	Bourbon County	Cane Ridge Elementary School	00-05	Yes	Elementary	Focus											Yes

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools  
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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			Focus Areas			Categories			
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished				
041090	Bourbon County	North Middletown Elementary School	00-05	Yes	Elementary	Proficient													
042070	Bowling Green Independent	Bowling Green High School	09-12	No	High Sch	Focus													
042065	Bowling Green Independent	Bowling Green Junior High	06-08	Yes	Middle Sch	Focus													
042010	Bowling Green Independent	Dishman McGinnis Elementary School	00-05	Yes	Elementary	Focus													
042057	Bowling Green Independent	Parker-Bennett-Curry School	00-05	Yes	Elementary	Focus													
042060	Bowling Green Independent	Potter Gray Elementary	00-05	No	Elementary	Proficient													
042080	Bowling Green Independent	T C Cherry Elementary School	00-05	Yes	Elementary	Focus													
042090	Bowling Green Independent	W R McNeill Elementary School	00-05	No	Elementary	Proficient													
045010	Boyd County	Boyd County High School	09-12	No	High Sch	Needs Improvement													
045035	Boyd County	Boyd County Middle School	06-08	Yes	Middle Sch	Needs Improvement													
045020	Boyd County	Cannonsburg Elementary School	00-05	Yes	Elementary	Needs Improvement													
045095	Boyd County	Calettsburg Elementary School	00-05	Yes	Elementary	Needs Improvement													
045097	Boyd County	Ponderosa Elementary School	00-05	Yes	Elementary	Needs Improvement													
045080	Boyd County	Summit Elementary School	00-05	Yes	Elementary	Needs Improvement													
051005	Boyle County	Boyle County High School	09-12	No	High Sch	Focus													
051003	Boyle County	Boyle County Middle School	06-08	No	Middle Sch	Proficient													
051040	Boyle County	Junction City Elementary School	00-05	Yes	Elementary	Needs Improvement													
051080	Boyle County	Perryville Elementary School	00-05	Yes	Elementary	Needs Improvement													
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													
055050	Bracken County	Bracken County Middle School	05-08	Yes	Middle Sch	Focus													
061080	Breathitt County	Taylor Elementary School	00-04	Yes	Elementary	Needs Improvement													
061030	Breathitt County	Breathitt County High School	09-12	No	High Sch	Needs Improvement													
061030	Breathitt County	Highland-Turner Elementary School	00-07	Yes	Elementary	Needs Improvement													
061030	Breathitt County	Highland-Turner Elementary School	00-07	Yes	Middle Sch	Focus													
061180	Breathitt County	L B J Elementary School	00-07	Yes	Elementary	Needs Improvement													
061150	Breathitt County	L B J Elementary School	00-07	Yes	Middle Sch	Proficient													
061185	Breathitt County	Marie Roberts-Caney Elementary School	00-07	Yes	Elementary	Proficient													
061185	Breathitt County	Marie Roberts-Caney Elementary School	00-07	Yes	Middle Sch	Focus													
061270	Breathitt County	Rousseau Elementary School	00-07	Yes	Middle Sch	Focus													
061270	Breathitt County	Rousseau Elementary School	00-07	Yes	Middle Sch	Focus													
061390	Breathitt County	Rousseau Elementary School	00-07	Yes	Middle Sch	Focus													
061390	Breathitt County	Sebastian Middle School	08-09	Yes	Middle Sch	Needs Improvement													
065030	Breckinridge County	Ben Johnson Elementary School	00-05	Yes	Elementary	Proficient													
065010	Breckinridge County	Breckinridge County High School	09-12	No	High Sch	Reward													
065100	Breckinridge County	Breckinridge County Middle School	06-08	Yes	Middle Sch	Focus													
065040	Breckinridge County	Cusler Elementary School	00-05	Yes	Elementary	Needs Improvement													
065020	Breckinridge County	Hardinsburg Elementary School	00-05	Yes	Elementary	Needs Improvement													
065050	Breckinridge County	Invigilon Elementary School	00-05	Yes	Elementary	Focus													
071005	Bullitt County	Berthelm Middle School	06-08	Yes	Middle Sch	Proficient													
071015	Bullitt County	Bullitt Central High School	09-12	No	High Sch	Needs Improvement													
071016	Bullitt County	Bullitt East High School	09-12	No	High Sch	Focus													
071018	Bullitt County	Bullitt Lick Middle School	06-08	Yes	Middle Sch	Focus													
071008	Bullitt County	Freedom Elementary School	00-05	No	Elementary	Focus													
071025	Bullitt County	Hebron Middle School	06-08	Yes	Middle Sch	Focus													
071030	Bullitt County	Lebanon Junction Elementary	00-05	Yes	Elementary	Needs Improvement													

Attachment 9 - ESEA Waiver Request  
KDE:OAA:DADI: 11/10/2011

ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools  
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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			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
071045	Bullitt County	Mayville Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes	Yes				
071050	Bullitt County	Mt. Washington Middle School	06-08	Yes	Middle Sch	Focus				Yes							
071070	Bullitt County	Nichols Elementary	00-05	Yes	Elementary	Focus											
071075	Bullitt County	North Bullitt High School	09-12	No	High Sch	Focus			Yes								
071080	Bullitt County	Overdale Elementary School	00-05	Yes	Elementary	Needs Improvement											
071008	Bullitt County	Shepherdsville Elementary	00-05	Yes	Elementary	Focus											
071007	Bullitt County	Zoneton Middle School	00-05	Yes	Elementary	Needs Improvement											
072020	Burgin Independent	Burgin Elementary School	00-05	Yes	Elementary	Needs Improvement											
072010	Burgin Independent	Burgin High School	06-12	No	Middle Sch	Needs Improvement											
072010	Burgin Independent	Burgin High School	06-12	No	High Sch	Needs Improvement											
075030	Butler County	Butler County High School	09-12	No	High Sch	Needs Improvement											
075035	Butler County	Butler County Middle School	06-08	Yes	Middle Sch	Needs Improvement											
075120	Butler County	Butler County Middle School	06-08	Yes	Middle Sch	Needs Improvement											
075031	Butler County	Morgantown Elementary School	00-05	Yes	Elementary	Focus											
075031	Butler County	North Butler Elementary	00-05	Yes	Elementary	Needs Improvement											
081070	Caldwell County	Caldwell County Elementary School	03-05	Yes	Elementary	Focus											
081010	Caldwell County	Caldwell County High School	09-12	No	High Sch	Reward		Yes									
081020	Caldwell County	Caldwell County Middle School	06-08	Yes	Middle Sch	Proficient											
085020	Calloway County	Calloway County High School	09-12	Yes	High Sch	Proficient											
085055	Calloway County	Calloway County Middle School	06-08	Yes	Middle Sch	Proficient											
085025	Calloway County	Calloway County Middle School	06-08	Yes	Middle Sch	Proficient											
085035	Calloway County	East Calloway Elementary School	00-05	Yes	Elementary	Needs Improvement											
085045	Calloway County	North Calloway Elementary School	00-05	Yes	Elementary	Proficient											
091100	Campbell County	Southwest Calloway Elementary School	00-05	Yes	Elementary	Proficient											
091011	Campbell County	Campbell County High School	09-12	No	High Sch	Proficient											
091019	Campbell County	Campbell County Middle School	06-08	No	Middle Sch	Focus											
091035	Campbell County	Campbell Ridge Elementary	00-05	No	Elementary	Reward		Yes									
091013	Campbell County	Crossroads Elementary School	00-05	Yes	Elementary	Needs Improvement											
091050	Campbell County	Donald E. Clire Elementary School	00-05	Yes	Elementary	Proficient											
091012	Campbell County	Grant's Lick Elementary School	00-05	No	Elementary	Needs Improvement											
092010	Campbell County	John W. Reiley Elementary School	00-05	No	Elementary	Reward											
092020	Campbell County	Campbellsville Elementary School	00-04	Yes	Elementary	Needs Improvement											
092025	Campbell County	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											
101018	Carroll County	Carroll County Middle School	06-08	Yes	Middle Sch	Needs Improvement											
101019	Carroll County	Carroll County High School	09-12	No	High Sch	Needs Improvement											
101018	Carroll County	Carroll County Middle School	06-08	Yes	Middle Sch	Needs Improvement											
101019	Carroll County	Carroll County High School	09-12	No	High Sch	Needs Improvement											
101018	Carroll County	Carroll County Middle School	06-08	Yes	Middle Sch	Needs Improvement											
101019	Carroll County	Carroll County High School	09-12	No	High Sch	Needs Improvement											
105050	Carter County	Carroll Elementary	03-05	Yes	Elementary	Focus											
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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							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
105490	Carter County	Upper Tygart Elementary School	00-05	Yes	Elementary	Reward										Yes		
105500	Carter County	West Carter County High School	09-12	No	High Sch	Needs Improvement												Yes
105505	Carter County	West Carter Middle School	06-08	Yes	Middle Sch	Focus												Yes
111045	Casey County	Casey County High School	09-12	No	High Sch	Focus												Yes
111070	Casey County	Casey County Middle School	07-08	Yes	Middle Sch	Needs Improvement												Yes
111026	Casey County	James Park Elementary	00-06	Yes	Elementary	Proficient												Yes
111190	Casey County	Liberty Elementary School	00-06	Yes	Elementary	Reward												Yes
111015	Casey County	Walnut Hill Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
113025	Caverna Independent	Caverna Elementary School	00-05	Yes	Elementary	Reward												Yes
113030	Caverna Independent	Caverna High School	09-12	No	High Sch	Needs Improvement												Yes
113026	Caverna Independent	Caverna Middle School	06-08	Yes	Middle Sch	Reward												Yes
115020	Christian County	Belmont Elementary School	00-05	Yes	Elementary	Reward												Yes
115030	Christian County	Christian County High School	09-12	No	High Sch	Priority School												Yes
115035	Christian County	Christian County Middle School	06-08	Yes	Middle Sch	Focus												Yes
115040	Christian County	Crofton Elementary School	00-05	Yes	Elementary	Reward												Yes
115105	Christian County	Holiday Elementary School	00-05	Yes	Elementary	Proficient												Yes
115050	Christian County	Hopkinsville High School	09-12	No	High Sch	Needs Improvement												Yes
115058	Christian County	Hopkinsville Middle School	06-08	Yes	Middle Sch	Focus												Yes
115055	Christian County	Indian Hills Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115110	Christian County	Lacy Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115017	Christian County	Martin Luther King Jr. Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115125	Christian County	Millbrook Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
115045	Christian County	North Drive Middle School	00-05	Yes	Elementary	Needs Improvement												Yes
115130	Christian County	Pembroke Elementary School	06-08	Yes	Middle Sch	Focus												Yes
115150	Christian County	Sinking Fork Elementary School	00-05	Yes	Elementary	Reward												Yes
115170	Christian County	South Christian Elementary School	00-05	Yes	Elementary	Reward												Yes
121020	Clark County	Central Elementary School	00-05	Yes	Elementary	Reward												Yes
121070	Clark County	Clark Middle School	06-08	No	Middle Sch	Needs Improvement												Yes
121035	Clark County	Conkright Middle School	06-08	No	Middle Sch	Needs Improvement												Yes
121040	Clark County	Fannite Bush Elementary	00-05	Yes	Elementary	Needs Improvement												Yes
121030	Clark County	George Rogers Clark High School	09-12	No	High Sch	Needs Improvement												Yes
121050	Clark County	Hannah McClure Elementary	00-05	Yes	Elementary	Focus												Yes
121080	Clark County	Pilot View Elementary School	00-05	Yes	Elementary	Focus												Yes
121090	Clark County	Providence Elementary	00-05	Yes	Elementary	Reward												Yes
121120	Clark County	Shearer Elementary School	00-05	Yes	Elementary	Proficient												Yes
121100	Clark County	Strode Station Elementary	00-05	Yes	Elementary	Focus												Yes
125040	Clay County	Trapp Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
125070	Clay County	Big Creek Elementary	00-05	Yes	Elementary	Reward												Yes
125100	Clay County	Burning Springs Elementary	00-06	Yes	Elementary	Reward												Yes
125095	Clay County	Clay County High School	09-12	No	High Sch	Reward												Yes
125200	Clay County	Clay County Middle School	07-08	Yes	Middle Sch	Focus												Yes
125220	Clay County	Goose Rock Elementary	00-06	Yes	Elementary	Needs Improvement												Yes
125500	Clay County	Hacker Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
125570	Clay County	Manchester Elementary School	00-06	Yes	Elementary	Reward												Yes
125570	Clay County	Oneida Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes



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							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
145140	Daviess County	Whitesville Elementary School	00-05	Yes	Elementary	Needs Improvement												
146017	Dawson Springs Independent	Dawson Springs Elementary	00-06	Yes	Elementary	Focus												
146018	Dawson Springs Independent	Dawson Springs Jr. High/High School	07-12	Yes	Middle Sch	Proficient												
147010	Dayton Independent	Dayton High School	07-12	Yes	Middle Sch	Reward												
147010	Dayton Independent	Dayton High School	07-12	Yes	Middle Sch	Priority School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
147030	Dayton Independent	Lincoln Elementary School	00-06	Yes	Elementary	Priority School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
149010	East Bernstadt Independent	East Bernstadt Elementary School	00-08	Yes	Elementary	Focus												
149010	East Bernstadt Independent	East Bernstadt Elementary School	00-08	Yes	Elementary	Focus												
151022	Edmonson County	Edmonson County 5/6 Center	05-06	Yes	Elementary	Needs Improvement												
151080	Edmonson County	Edmonson County High School	09-12	No	High Sch	Reward												
151080	Edmonson County	Edmonson County Middle School	07-08	Yes	Middle Sch	Reward	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
151080	Edmonson County	Kyrook Elementary School	00-04	Yes	Elementary	Proficient												
152010	Elizabethtown Independent	South Edmonson Elementary School	00-04	Yes	Elementary	Reward												
152015	Elizabethtown Independent	Elizabethtown High School	09-12	No	High Sch	Proficient												
152020	Elizabethtown Independent	Helwood Heights Elementary School	00-05	Yes	Elementary	Focus												
152035	Elizabethtown Independent	Morningside Elementary School	00-05	Yes	Elementary	Focus												
152280	Elizabethtown Independent	Tallon K Stone Middle School	06-08	No	Middle Sch	Focus												
155280	Elliott County	Elliott County High School	07-12	No	Middle Sch	Reward												
155280	Elliott County	Elliott County High School	07-12	No	Middle Sch	Needs Improvement												
155160	Elliott County	Isonville Elementary School	00-06	Yes	Elementary	Focus												
155270	Elliott County	Lakeside Elementary School	00-06	Yes	Elementary	Focus												
156020	Eminence Independent	Sandy Hook Elementary School	00-06	Yes	Elementary	Focus												
156010	Eminence Independent	Eminence High School	00-04	Yes	Elementary	Focus												
156010	Eminence Independent	Eminence High School	05-12	Yes	Middle Sch	Needs Improvement												
157005	Erlanger-Elsmere Independent	Eminence High School	05-12	Yes	High Sch	Reward	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
157010	Erlanger-Elsmere Independent	Arnett Elementary School	00-05	Yes	Elementary	Needs Improvement												
157003	Erlanger-Elsmere Independent	Howell Elementary School	00-05	Yes	Elementary	Needs Improvement												
157030	Erlanger-Elsmere Independent	Lindeman Elementary School	00-05	Yes	Elementary	Needs Improvement												
157050	Erlanger-Elsmere Independent	Lloyd High School	09-12	No	High Sch	Needs Improvement												
157060	Erlanger-Elsmere Independent	Miles Elementary School	00-05	Yes	Elementary	Needs Improvement												
161080	Estill County	Tichenor Middle School	08-08	No	Middle Sch	Focus												
161085	Estill County	Estill County High School	09-12	No	High Sch	Needs Improvement												
161280	Estill County	Estill County Middle School	06-08	No	Middle Sch	Focus												
162011	Fairview Independent	Estill Springs Elementary	01-05	Yes	Elementary	Focus												
162020	Fairview Independent	West Irvine Elementary	01-05	Yes	Elementary	Focus												
162020	Fairview Independent	Fairview Elementary School	00-05	Yes	Elementary	Needs Improvement												
165005	Fayette County	Fairview High School	06-12	Yes	Middle Sch	Reward												
165007	Fayette County	Arlington Elementary School	00-05	Yes	Elementary	Focus												
165045	Fayette County	Ashland Elementary School	00-05	Yes	Elementary	Needs Improvement												
165015	Fayette County	Athens-Chilesburg Elementary	00-05	No	Elementary	Proficient												
165046	Fayette County	Beaumont Middle School	00-05	No	Middle Sch	Focus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
165170	Fayette County	Booker T Washington Academy Elementary	06-08	Yes	Elementary	Focus												
165170	Fayette County	Bryan Station High School	09-12	Yes	High Sch	Priority School		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Attachment 9

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

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
165030	Fayette County	Bryan Station Traditional Magnet Ms	06-08	No	Middle Sch	Needs Improvement												
165240	Fayette County	Cardinal Valley Elementary School	00-05	Yes	Elementary	Focus			Yes							Yes		
165032	Fayette County	Cassidy Elementary School	00-05	No	Elementary	Reward		Yes										Yes
165120	Fayette County	Clays Mill Elementary School	00-05	No	Elementary	Proficient												Yes
165025	Fayette County	Crawford Middle School	06-08	Yes	Middle Sch	Focus			Yes									Yes
165035	Fayette County	Deep Springs Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
165036	Fayette County	Dixie Elementary Magnet School	00-05	Yes	Elementary	Reward		Yes										Yes
165034	Fayette County	Edythe Jones Hayes Middle School	06-08	No	Middle Sch	Focus												Yes
165037	Fayette County	Garden Springs Elementary School	00-05	No	Elementary	Needs Improvement										Yes		
165150	Fayette County	Glendover Elementary School	00-05	Yes	Elementary	Proficient										Yes		
165038	Fayette County	Harrison Elementary School	00-05	Yes	Elementary	Focus		Yes										Yes
165039	Fayette County	Henry Clay High School	09-12	No	High Sch	Focus			Yes									Yes
165190	Fayette County	James Lane Allen Elementary School	00-05	Yes	Elementary	Focus										Yes		
165225	Fayette County	Jessie M Clark Middle School	06-08	No	Middle Sch	Focus										Yes		
165220	Fayette County	Julius Marks Elementary School	00-05	Yes	Elementary	Proficient										Yes		
165060	Fayette County	Lafayette High School	09-12	No	High Sch	Focus										Yes		
165062	Fayette County	Lansdowne Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
165065	Fayette County	Leestown Middle School	06-08	Yes	Middle Sch	Focus										Yes		
165067	Fayette County	Liberty Elementary	06-08	No	Middle Sch	Focus										Yes		
165072	Fayette County	Madeline M Breckinridge Elem School	00-05	Yes	Elementary	Needs Improvement										Yes		
165180	Fayette County	Mary Todd Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
165074	Fayette County	Maxwell Spanish Immersion Elem School	00-05	Yes	Elementary	Needs Improvement										Yes		
165160	Fayette County	Meadowthorpe Elementary School	00-05	No	Elementary	Proficient										Yes		
165255	Fayette County	Millcreek Elementary School	00-05	No	Elementary	Proficient										Yes		
165076	Fayette County	Morton Middle School	06-08	Yes	Middle Sch	Focus			Yes									Yes
165077	Fayette County	Northern Elementary School	00-05	Yes	Elementary	Proficient										Yes		
165080	Fayette County	Paul Laurence Dunbar High School	09-12	No	High Sch	Focus										Yes		
165082	Fayette County	Picadome Elementary School	00-05	No	Elementary	Reward		Yes								Yes		
165090	Fayette County	Rosa Parks Elementary School	00-05	No	Elementary	Reward		Yes								Yes		
165098	Fayette County	Russell Cave Elementary School	00-05	Yes	Elementary	Focus										Yes		
165058	Fayette County	Sandersville Elementary	00-05	Yes	Elementary	Proficient										Yes		
165018	Fayette County	Scapa At Bluegrass	04-08	No	Elementary	Reward		Yes										Yes
165081	Fayette County	Scapa At Bluegrass	04-08	No	Middle Sch	Reward		Yes										Yes
165525	Fayette County	Southern Elementary School	00-05	Yes	Elementary	Focus										Yes		
165082	Fayette County	Southern Middle School	06-08	No	Middle Sch	Focus										Yes		
165085	Fayette County	Squirrels Elementary School	00-05	Yes	Elementary	Proficient										Yes		
165095	Fayette County	Stonewall Elementary School	00-05	No	Elementary	Proficient										Yes		
165105	Fayette County	Tates Creek Elementary School	00-05	Yes	Elementary	Focus										Yes		
165100	Fayette County	Tates Creek High School	09-12	No	High Sch	Focus										Yes		
165012	Fayette County	Tates Creek Middle School	06-08	Yes	Middle Sch	Focus										Yes		
165066	Fayette County	Veterans Park Elementary School	00-05	No	Elementary	Reward		Yes								Yes		
165245	Fayette County	William Wells Brown Elementary	00-05	Yes	Elementary	Focus										Yes		
165245	Fayette County	Winburn Middle School	06-08	Yes	Middle Sch	Focus			Yes							Yes		
165140	Fayette County	Yates Elementary School	00-05	Yes	Elementary	Focus										Yes		



ATTACHMENT 9 - Table 2: Reward, Priority and Focus Schools  
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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			Focus Areas			Categories		
							Highest Performing	High Progress School	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
186018	Fulton Independent	Fulton Independent School	00-12	Yes	Elementary	Focus												
186018	Fulton Independent	Fulton Independent School	00-12	Yes	Middle Sch	Reward	Yes											
186018	Fulton Independent	Fulton Independent School	00-12	Yes	High Sch	Focus		Yes										
191020	Gallatin County	Gallatin County High School	09-12	No	High Sch	Needs Improvement												
191006	Gallatin County	Gallatin County Middle School	06-08	Yes	Middle Sch	Focus								Yes				
191006	Gallatin County	Gallatin County Upper Elementary	03-05	Yes	Elementary	Focus								Yes				
195080	Garrard County	Camp Dick Robinson Elementary School	00-05	Yes	Elementary	Needs Improvement												
195070	Garrard County	Garrard County High School	09-12	No	High Sch	Focus												
195220	Garrard County	Garrard Middle School	06-08	Yes	Middle Sch	Needs Improvement												
195080	Garrard County	Lancaster Elementary School	00-05	Yes	Elementary	Needs Improvement												
195080	Garrard County	Paint Lick Elementary School	00-05	Yes	Elementary	Proficient												
197035	Glasgow Independent	Glasgow High School	09-12	No	High Sch	Needs Improvement												
197035	Glasgow Independent	Glasgow Middle School	06-08	Yes	Middle Sch	Reward	Yes											Yes
197013	Glasgow Independent	Highland Elementary School	00-05	Yes	Elementary	Needs Improvement												
197065	Glasgow Independent	South Green Elementary School	00-05	Yes	Elementary	Proficient												Yes
201020	Grant County	Chittenden-Mt. Zion Elementary	00-05	Yes	Elementary	Needs Improvement												
201030	Grant County	Dry Ridge Elementary	00-05	Yes	Elementary	Focus												
201040	Grant County	Grant County High School	09-12	No	High Sch	Needs Improvement								Yes				
201080	Grant County	Grant County Middle School	06-08	No	Middle Sch	Focus												
201050	Grant County	Mason-Corinth Elementary	00-05	Yes	Elementary	Needs Improvement												
201016	Grant County	Sherman Elementary School	00-05	Yes	Elementary	Needs Improvement												
205010	Graves County	Cuba Elementary School	00-06	Yes	Elementary	Proficient												Yes
205040	Graves County	Fancy Farm Elementary School	00-06	Yes	Elementary	Proficient												Yes
205060	Graves County	Farmington Elementary School	00-06	Yes	Elementary	Reward	Yes											
205013	Graves County	Graves County Central Elementary	00-06	Yes	Elementary	Proficient												Yes
205215	Graves County	Graves County High School	09-12	No	High Sch	Focus	Yes											Yes
205100	Graves County	Graves County Middle School	07-08	No	Middle Sch	Focus	Yes							Yes				Yes
205110	Graves County	Lowes Elementary School	00-06	Yes	Elementary	Needs Improvement												
205150	Graves County	Sedalia Elementary School	00-06	Yes	Elementary	Proficient												Yes
205170	Graves County	Symonia Elementary School	00-06	Yes	Elementary	Proficient												Yes
205200	Graves County	Wingo Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
211030	Grayson County	Caneyville Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
211080	Grayson County	Clarkson Elementary School	00-05	Yes	Elementary	Needs Improvement												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
215065	Green County	Green County High School	09-12	No	High Sch	Needs Improvement												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
221010	Greenup County	Argillite Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
221027	Greenup County	Greenup County High School	09-12	No	High Sch	Priority School	Yes											Yes
221040	Greenup County	Greysbranch Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
221060	Greenup County	Mckell Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
221105	Greenup County	Mckell Middle School	06-08	Yes	Middle Sch	Focus								Yes				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			
221110	Greenup County	Wurtland Elementary School	00-05	Yes	Elementary	Needs Improvement												
221024	Greenup County	Wurtland Middle School	06-08	Yes	Middle Sch	Proficient				Yes								
225005	Hancock County	Hancock County High School	09-12	No	High Sch	Reward		Yes									Yes	
225007	Hancock County	Hancock County Middle School	06-08	No	Middle Sch	Reward											Yes	
225006	Hancock County	North Hancock Elementary School	00-05	Yes	Elementary	Proficient												
225070	Hancock County	South Hancock Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
231015	Hardin County	Bluegrass Middle School	06-08	Yes	Middle Sch	Focus		Yes										
231190	Hardin County	Central Hardin High School	09-12	Yes	High Sch	Focus											Yes	
231017	Hardin County	Creekside Elementary School	00-05	Yes	Elementary	Needs Improvement												
231005	Hardin County	East Hardin Middle School	06-08	Yes	Middle Sch	Needs Improvement											Yes	
231020	Hardin County	G C Burkhead Elementary School	00-05	Yes	Elementary	Focus											Yes	
231018	Hardin County	Hearland Elementary School	00-05	Yes	Elementary	Focus											Yes	
231030	Hardin County	Howsavally Elementary School	00-05	Yes	Elementary	Focus											Yes	
231077	Hardin County	Howavally Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
231013	Hardin County	James T. Alton Middle School	06-08	Yes	Middle Sch	Focus											Yes	
231014	Hardin County	John Hardin High School	09-12	Yes	High Sch	Reward		Yes									Yes	
231014	Hardin County	Lakewood Elementary School	00-05	Yes	Elementary	Reward		Yes										
231050	Hardin County	Lincoln Trail Elementary School	00-05	Yes	Elementary	Reward												
231210	Hardin County	Meadow View Elementary School	01-05	Yes	Elementary	Reward		Yes										Yes
231040	Hardin County	New Highland Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
231075	Hardin County	North Hardin High School	09-12	Yes	High Sch	Reward		Yes										
231080	Hardin County	North Middle School	06-08	Yes	Middle Sch	Focus											Yes	
231079	Hardin County	Radcliff Elementary School	01-05	Yes	Elementary	Focus											Yes	
231090	Hardin County	Rineville Elementary School	00-05	Yes	Elementary	Reward		Yes										
231165	Hardin County	Vine Grove Elementary School	01-05	Yes	Elementary	Needs Improvement											Yes	
231168	Hardin County	West Hardin Middle School	06-08	Yes	Middle Sch	Proficient												
231008	Hardin County	Woodland Elementary School	01-05	Yes	Elementary	Focus											Yes	
235060	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235060	Harlan County	Black Mountain Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235110	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235110	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235110	Harlan County	Black Mountain Elementary School	00-08	Yes	Elementary	Reward		Yes										Yes
235195	Harlan County	Cawood Elementary School	00-08	Yes	Middle Sch	Proficient												
235195	Harlan County	Cumberland Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235195	Harlan County	Cumberland Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235290	Harlan County	Everts Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235290	Harlan County	Everts Elementary School	00-08	Yes	Middle Sch	Reward		Yes										Yes
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Elementary	Focus												
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Elementary	Focus												
235325	Harlan County	Green Hills Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235025	Harlan County	Green Hills Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235340	Harlan County	Harlan County High School	09-12	No	High Sch	Needs Improvement												
235340	Harlan County	Harlan County High School	00-08	Yes	Elementary	Needs Improvement											Yes	
235340	Harlan County	James A. Cawood Elementary	00-08	Yes	Elementary	Needs Improvement											Yes	
235340	Harlan County	James A. Cawood Elementary	00-08	Yes	Elementary	Reward		Yes										Yes
235540	Harlan County	Rosspoint Elementary School	00-08	Yes	Elementary	Reward		Yes										Yes
235540	Harlan County	Rosspoint Elementary School	00-08	Yes	Elementary	Reward		Yes										Yes
235640	Harlan County	Wallins Elementary School	00-08	Yes	Middle Sch	Needs Improvement											Yes	
235640	Harlan County	Wallins Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
235640	Harlan County	Wallins Elementary School	00-08	Yes	Middle Sch	Proficient											Yes	
236020	Harlan Independent	Harlan Elementary School	00-04	Yes	Elementary	Proficient											Yes	
236030	Harlan Independent	Harlan High School	09-12	Yes	Middle Sch	Proficient											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			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
236030	Harian Independent	Harian High School	05-12	Yes	High Sch	Proficient												
241035	Harrison County	Eastside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
241040	Harrison County	Harrison County High School	06-12	No	High Sch	Focus							Yes				Yes	
241043	Harrison County	Harrison County Middle School	06-08	No	Middle Sch	Reward		Yes									Yes	
241045	Harrison County	Northside Elementary School	00-05	Yes	Elementary	Proficient												
241038	Harrison County	Southside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
241075	Harrison County	Westside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
245010	Hart County	Bonnieville Elementary School	00-08	Yes	Elementary	Reward		Yes									Yes	
245010	Hart County	Westside Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
245030	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											Yes	
245045	Hart County	Hart County High School	09-12	Yes	Middle Sch	Reward		Yes									Yes	
245045	Hart County	Hart County High School	09-12	No	High Sch	Focus							Yes				Yes	
245080	Hart County	Legrande Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
245050	Hart County	Legrande Elementary School	00-08	Yes	Middle Sch	Reward		Yes									Yes	
245070	Hart County	Memorial Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
245070	Hart County	Memorial Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
245090	Hart County	Memorial Elementary School	00-08	Yes	Middle Sch	Proficient											Yes	
245090	Hart County	Munfordville Elementary School	00-08	Yes	Elementary	Needs Improvement											Yes	
246010	Hazard Independent	Munfordville Elementary School	00-08	Yes	Middle Sch	Proficient											Yes	
246010	Hazard Independent	Hazard High School	09-12	Yes	High Sch	Needs Improvement											Yes	
246045	Hazard Independent	Roy G Eversole Middle School	05-08	Yes	Middle Sch	Needs Improvement											Yes	
246060	Hazard Independent	Walkertown Elementary School	00-04	Yes	Middle Sch	Needs Improvement											Yes	
251030	Henderson County	A B Chandler Elementary School	00-05	Yes	Elementary	Proficient											Yes	
251030	Henderson County	A B Chandler Elementary School	00-05	Yes	Elementary	Proficient											Yes	
251020	Henderson County	Blend Gate Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251020	Henderson County	Cairo Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251033	Henderson County	East Heights Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251060	Henderson County	Henderson County High School	09-12	Yes	High Sch	Reward		Yes									Yes	
251066	Henderson County	Henderson County High School	09-12	No	High Sch	Focus							Yes				Yes	
251150	Henderson County	Henderson County North Middle School	06-08	Yes	Middle Sch	Needs Improvement											Yes	
251160	Henderson County	Henderson County South Middle School	06-08	Yes	Middle Sch	Needs Improvement											Yes	
251091	Henderson County	Jefferson Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
251070	Henderson County	Niagara Elementary School	00-05	Yes	Elementary	Proficient											Yes	
251110	Henderson County	South Heights Elementary School	00-05	Yes	Elementary	Reward		Yes									Yes	
255010	Henry County	Spottsville Elementary School	00-05	Yes	Elementary	Proficient											Yes	
255020	Henry County	Campbellsburg Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
255035	Henry County	Eastern Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
255038	Henry County	Henry County High School	09-12	Yes	High Sch	Needs Improvement											Yes	
255040	Henry County	Henry County Middle School	06-08	Yes	Middle Sch	Focus							Yes				Yes	
255040	Henry County	New Castle Elementary School	00-05	Yes	Elementary	Reward		Yes									Yes	
261020	Hickman County	Hickman County Elementary School	00-06	Yes	Elementary	Focus						Yes					Yes	
261050	Hickman County	Hickman County High School	07-12	Yes	Middle Sch	Needs Improvement						Yes					Yes	
261050	Hickman County	Hickman County High School	07-12	Yes	Middle Sch	Reward		Yes									Yes	
265330	Hopkins County	Browning Springs Middle School	06-08	Yes	Middle Sch	Focus							Yes				Yes	
265090	Hopkins County	Earlington Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265110	Hopkins County	Grapevine Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
265130	Hopkins County	Hanson Elementary School	00-05	Yes	Elementary	Reward		Yes									Yes	
265130	Hopkins County	Hopkins County Central High School	09-12	No	High Sch	Priority School			Yes				Yes				Yes	

Attachment 9 - ESEA Waiver Request  
KDE:OAA:DADI: 11/10/2011

ATTACHMENT 9 - Table2: Reward, Priority and Focus Schools  
**Attachment 9**  
**Table 2: Reward, Priority and Focus Schools**  
**Kentucky ESEA Waiver - All Levels**

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories	
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
265075	Hopkins County	James Madison Middle School	06-08	No	Middle Sch	Needs Improvement											
265020	Hopkins County	Jesse Stuart Elementary School	00-05	Yes	Elementary	Needs Improvement											
265145	Hopkins County	Madisonville North Hopkins High School	09-12	No	High Sch	Focus			Yes								
265200	Hopkins County	Pride Elementary School	00-05	Yes	Elementary	Needs Improvement											
265280	Hopkins County	South Hopkins Middle School	06-08	Yes	Middle Sch	Proficient										Yes	
265250	Hopkins County	Southside Elementary School	00-05	Yes	Elementary	Needs Improvement											
265006	Hopkins County	West Broadway Elementary School	00-05	Yes	Elementary	Needs Improvement											
265006	Hopkins County	West Hopkins School	00-08	Yes	Elementary	Needs Improvement											
271020	Jackson County	West Hopkins School	00-08	Yes	Middle Sch	Focus			Yes								
271025	Jackson County	Jackson County High School	09-12	Yes	High Sch	Needs Improvement											
271180	Jackson County	Jackson County Middle School	06-08	Yes	Middle Sch	Needs Improvement											
271280	Jackson County	Mckee Elementary School	00-05	Yes	Elementary	Needs Improvement											
271340	Jackson County	Sand Gap Elementary School	00-05	Yes	Elementary	Focus											
272011	Jackson County	Tyner Elementary School	00-05	Yes	Elementary	Needs Improvement											
272011	Jackson Independent	Jackson City School	00-12	Yes	Elementary	Needs Improvement											
272011	Jackson Independent	Jackson City School	00-12	Yes	Middle Sch	Reward	Yes										Yes
272011	Jackson Independent	Jackson City School	00-12	Yes	High Sch	Focus			Yes								
275018	Jefferson County Public School	Alherton High School	09-12	No	High Sch	Focus											
275185	Jefferson County Public School	Atkinson Academy	00-05	Yes	Elementary	Needs Improvement											
275127	Jefferson County Public School	Auburndale Elementary School	00-05	Yes	Elementary	Focus											
275044	Jefferson County Public School	Audubon Traditional Elem	00-05	No	Elementary	Focus											
275105	Jefferson County Public School	Ballard High	09-12	No	High Sch	Reward	Yes										Yes
275040	Jefferson County Public School	Barret Traditional Middle	06-08	No	Middle Sch	Focus	Yes										Yes
275055	Jefferson County Public School	Bates Elementary	00-05	No	Elementary	Focus	Yes										Yes
275149	Jefferson County Public School	Blake Elementary	00-05	Yes	Elementary	Focus			Yes								Yes
275225	Jefferson County Public School	Bloom Elementary	00-05	Yes	Elementary	Focus			Yes								Yes
275091	Jefferson County Public School	Blue Lick Elementary	00-05	Yes	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								Yes
275038	Jefferson County Public School	Breckinridge/Franklin Elementary	00-05	Yes	Elementary	Focus			Yes								Yes
275165	Jefferson County Public School	Brown School	00-12	No	Elementary	Reward											Yes
275165	Jefferson County Public School	Brown School	00-12	No	Middle Sch	Reward	Yes										Yes
275165	Jefferson County Public School	Brown School	00-12	No	High Sch	Reward	Yes										Yes
275045	Jefferson County Public School	Butler Traditional Tech High	09-12	No	High Sch	Proficient											Yes
275243	Jefferson County Public School	Byck Elementary	00-05	Yes	Elementary	Focus			Yes								Yes
275004	Jefferson County Public School	Camp Taylor Elementary	00-05	Yes	Elementary	Focus			Yes								Yes
275005	Jefferson County Public School	Came Run Elementary	00-05	Yes	Elementary	Focus			Yes								Yes
275167	Jefferson County Public School	Carrithers Middle School	06-08	Yes	Middle Sch	Focus			Yes								Yes
275680	Jefferson County Public School	Carter Elementary	00-05	No	Elementary	Needs Improvement											Yes
275179	Jefferson County Public School	Central High School	09-12	Yes	High Sch	Focus			Yes								Yes
275102	Jefferson County Public School	Chancey Elementary School	00-05	No	Elementary	Focus			Yes								Yes
275046	Jefferson County Public School	Chenoweth Elementary School	00-05	No	Elementary	Focus			Yes								Yes
275023	Jefferson County Public School	Cochran Elementary	00-05	Yes	Elementary	Focus			Yes								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

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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		
275164	Jefferson County Public School	Conway Middle School	06-08	Yes	Middle Sch	Focus				Yes		Yes	Yes				
275060	Jefferson County Public School	Coral Ridge Elementary	00-05	Yes	Elementary	Needs Improvement						Yes	Yes				
275119	Jefferson County Public School	Crosby Middle School	06-08	No	Middle Sch	Focus						Yes	Yes				
275082	Jefferson County Public School	Crums Lane Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275082	Jefferson County Public School	Dixie Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275156	Jefferson County Public School	Doss High	09-12	Yes	High Sch	Priority School		Yes				Yes	Yes				
275200	Jefferson County Public School	Dunn Elementary School	00-05	No	Elementary	Focus						Yes	Yes				
275007	Jefferson County Public School	DuPont Manual High	09-12	No	High Sch	Reward		Yes				Yes	Yes				
275131	Jefferson County Public School	Eastern High	09-12	No	High Sch	Focus						Yes	Yes				
275240	Jefferson County Public School	Eisenhower Elementary School	00-05	Yes	Elementary	Focus						Yes	Yes				
275010	Jefferson County Public School	Fairdale Elementary School	00-05	Yes	Elementary	Focus		Yes				Yes	Yes				
275067	Jefferson County Public School	Fairdale Elementary School	00-05	Yes	Elementary	Focus		Yes				Yes	Yes				
275212	Jefferson County Public School	Fairdale High School Mca	09-12	Yes	High Sch	Reward		Yes				Yes	Yes				
275049	Jefferson County Public School	Farmer Elementary	00-05	No	Elementary	Focus				Yes		Yes	Yes				
275011	Jefferson County Public School	Farnsley Middle	06-08	Yes	Middle Sch	Focus				Yes		Yes	Yes				
275012	Jefferson County Public School	Fern Creek Elementary	00-05	No	Elementary	Focus				Yes		Yes	Yes				
275270	Jefferson County Public School	Ferr Creek Traditional High	09-12	No	High Sch	Priority School		Yes				Yes	Yes				
275280	Jefferson County Public School	Foster Traditional Academy	00-05	Yes	Elementary	Focus						Yes	Yes				
275061	Jefferson County Public School	Frazier Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275062	Jefferson County Public School	Frederick Law Olmsted Academy North	06-08	Yes	Middle Sch	Priority School		Yes				Yes	Yes				
275065	Jefferson County Public School	Frederick Law Olmsted Academy South	06-08	Yes	Middle Sch	Focus				Yes		Yes	Yes				
275088	Jefferson County Public School	Frost Middle	06-08	Yes	Middle Sch	Priority School		Yes				Yes	Yes				
275013	Jefferson County Public School	Gilmore Lane Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275014	Jefferson County Public School	Greenwood Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275115	Jefferson County Public School	Greenwood Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275048	Jefferson County Public School	Greenwood Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275300	Jefferson County Public School	Hartstern Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275320	Jefferson County Public School	Hawthorne Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275076	Jefferson County Public School	Hazelwood Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275085	Jefferson County Public School	Highland Middle School	06-08	No	Middle Sch	Focus				Yes		Yes	Yes				
275076	Jefferson County Public School	Hite Elementary School	00-05	No	Elementary	Focus				Yes		Yes	Yes				
275335	Jefferson County Public School	Indian Trail Elementary	09-12	Yes	High Sch	Reward		Yes				Yes	Yes				
275325	Jefferson County Public School	Iroquois High	09-12	Yes	High Sch	Focus						Yes	Yes				
275396	Jefferson County Public School	Jacob Elementary	00-05	Yes	Elementary	Priority School			Yes			Yes	Yes				
275166	Jefferson County Public School	Jefferson County Traditional Middle	06-08	No	Middle Sch	Focus				Yes		Yes	Yes				
275065	Jefferson County Public School	Jeffersonton Elementary	00-05	No	Elementary	Focus				Yes		Yes	Yes				
275047	Jefferson County Public School	Jeffersonton High School	09-12	No	High Sch	Focus				Yes		Yes	Yes				
275106	Jefferson County Public School	Johnson Traditional Middle	06-08	No	Middle Sch	Focus				Yes		Yes	Yes				
275162	Jefferson County Public School	Johnsontown Road Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275120	Jefferson County Public School	Kammerer Middle	06-08	No	Middle Sch	Focus				Yes		Yes	Yes				
275059	Jefferson County Public School	Kennedy Elementary Montessori	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275079	Jefferson County Public School	Kenwood Elementary	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				
275079	Jefferson County Public School	Kerrick Elementary School	00-05	Yes	Elementary	Focus				Yes		Yes	Yes				

ATTACHMENT 9 - Table2: Reward, Priority and Focus Schools  
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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				Yes	
275134	Jefferson County Public School	Klanlike Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275163	Jefferson County Public School	Knight Middle School	06-08	Yes	Middle Sch	Priority School		Yes				Yes				Yes	
275133	Jefferson County Public School	Lassiter Middle School	06-08	Yes	Middle Sch	Focus						Yes				Yes	
275145	Jefferson County Public School	Laukhuf Elementary	00-05	No	Elementary	Focus						Yes				Yes	
275126	Jefferson County Public School	Layne Elementary	00-05	Yes	Elementary	Focus		Yes								Yes	
275047	Jefferson County Public School	Louisville Male High School	09-12	No	High Sch	Reward		Yes									Yes
275148	Jefferson County Public School	Low Elementary School	00-05	No	Elementary	Reward		Yes								Yes	Yes
275107	Jefferson County Public School	Luhr Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275480	Jefferson County Public School	Maupin Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275440	Jefferson County Public School	Medora Preparatory Academy	00-05	Yes	Elementary	Focus						Yes				Yes	
275022	Jefferson County Public School	Medora Elementary	00-05	No	Elementary	Reward		Yes								Yes	
275340	Jefferson County Public School	Mezseek Middle School	06-08	No	Middle Sch	Focus						Yes				Yes	
275024	Jefferson County Public School	Middletown Elementary	00-05	No	Elementary	Needs Improvement											
275147	Jefferson County Public School	Mill Creek Elementary	00-05	Yes	Elementary	Focus		Yes								Yes	
275099	Jefferson County Public School	Minors Lane Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275155	Jefferson County Public School	Moore Traditional School	06-12	Yes	Middle Sch	Focus						Yes				Yes	
275159	Jefferson County Public School	Moore Traditional School	06-12	Yes	Middle Sch	Focus						Yes				Yes	
275041	Jefferson County Public School	Myers Middle School	06-08	Yes	Middle Sch	Priority School		Yes								Yes	
275041	Jefferson County Public School	Newburg Middle School	06-08	No	Middle Sch	Focus						Yes				Yes	
275435	Jefferson County Public School	Noe Middle	06-08	No	Middle Sch	Focus											
275096	Jefferson County Public School	Norton Elementary School	00-05	No	Elementary	Focus											Yes
275027	Jefferson County Public School	Okolona Elementary School	00-05	Yes	Elementary	Focus										Yes	
275075	Jefferson County Public School	Pleasure Ridge Park High	09-12	No	High Sch	Focus											
275128	Jefferson County Public School	Portland Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275219	Jefferson County Public School	Price Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275081	Jefferson County Public School	Ramsey Middle School	06-08	No	Middle Sch	Reward		Yes									
275530	Jefferson County Public School	Rangeland Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275560	Jefferson County Public School	Roosevelt Perry Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275086	Jefferson County Public School	Rutherford Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275063	Jefferson County Public School	Sanders Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275580	Jefferson County Public School	Schaffner Elementary	00-05	No	Elementary	Proficient											Yes
275073	Jefferson County Public School	Simple Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275097	Jefferson County Public School	Seneca High	09-12	Yes	High Sch	Priority School			Yes							Yes	
275610	Jefferson County Public School	Shacklette Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275103	Jefferson County Public School	Shelby Traditional Academy	00-05	Yes	Elementary	Focus						Yes				Yes	
275087	Jefferson County Public School	Slaughter Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275031	Jefferson County Public School	Smyma Elementary	00-05	No	Elementary	Focus						Yes				Yes	
275064	Jefferson County Public School	Southern High School	09-12	Yes	High Sch	Priority School		Yes									Yes
275071	Jefferson County Public School	St Matthews Elementary	00-05	No	Elementary	Focus						Yes				Yes	
275071	Jefferson County Public School	Stonestreet Elementary	00-05	Yes	Elementary	Focus						Yes				Yes	
275211	Jefferson County Public School	Stoper Elementary	00-05	No	Elementary	Proficient											Yes
275144	Jefferson County Public School	Stuart Middle	06-08	Yes	Middle Sch	Priority School			Yes							Yes	
275590	Jefferson County Public School	The Academy @ Shawnee	09-12	Yes	High Sch	Priority School		Yes								Yes	
275090	Jefferson County Public School	Thomas Jefferson Middle	06-08	Yes	Middle Sch	Priority School		Yes								Yes	

ATTACHMENT 9 - 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			
275104	Jefferson County Public School	Trunnell Elementary	00-05	Yes	Elementary	Focus					Yes	Yes						
275016	Jefferson County Public School	Tully Elementary	00-05	No	Elementary	Focus					Yes	Yes						
275033	Jefferson County Public School	Valley Traditional High	09-12	Yes	High Sch	Priority School			Yes		Yes	Yes						
275051	Jefferson County Public School	Waggener Traditional High School	09-12	Yes	High Sch	Priority School			Yes		Yes	Yes						
275069	Jefferson County Public School	Watson Lane Elementary	00-05	Yes	Elementary	Focus					Yes	Yes						
275072	Jefferson County Public School	Watterson Elementary	00-05	Yes	Elementary	Focus					Yes	Yes						
275116	Jefferson County Public School	Wellington Elementary	00-05	Yes	Elementary	Focus		Yes										
275084	Jefferson County Public School	Western High School	09-12	Yes	High Sch	Priority School			Yes									
275710	Jefferson County Public School	Western Middle	06-08	Yes	Middle Sch	Priority School			Yes									
275077	Jefferson County Public School	Westport Middle School	00-05	Yes	Elementary	Focus			Yes									
275182	Jefferson County Public School	Wheatley Elementary	00-05	Yes	Elementary	Needs Improvement					Yes	Yes						
275108	Jefferson County Public School	Wheeler Elementary	00-05	No	Elementary	Needs Improvement					Yes	Yes						
275067	Jefferson County Public School	Wildier Elementary	00-05	No	Elementary	Needs Improvement					Yes	Yes						
275066	Jefferson County Public School	Wilkinson Elementary	00-05	Yes	Elementary	Focus												
275117	Jefferson County Public School	Wilt Elementary	00-05	Yes	Elementary	Focus												
275078	Jefferson County Public School	Zachary Taylor Elementary	00-05	Yes	Elementary	Needs Improvement												
276011	Jenkins Independent	Jenkins Independent School	00-05	No	Elementary	Focus					Yes	Yes						
276011	Jenkins Independent	Jenkins Independent School	00-12	Yes	Elementary	Reward												
276011	Jenkins Independent	Jenkins Independent School	00-12	Yes	Middle Sch	Focus					Yes	Yes						
281070	Jessamine County	Brookside Elementary School	00-12	Yes	High Sch	Needs Improvement												
281021	Jessamine County	East Jessamine High School	01-05	Yes	Elementary	Reward			Yes									
281025	Jessamine County	East Jessamine Middle School	09-12	No	High Sch	Focus												
281018	Jessamine County	Hattie C. Warner Elementary School	06-08	Yes	Middle Sch	Needs Improvement												
281050	Jessamine County	Nicholasville Elementary School	01-05	Yes	Elementary	Focus												
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												
281028	Jessamine County	West Jessamine Middle School	09-12	No	High Sch	Focus												
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	00-06	Yes	Elementary	Needs Improvement												Yes
285270	Johnson County	Johnson County Middle School	09-12	No	High Sch	Needs Improvement												Yes
285080	Johnson County	Meade Memorial Elementary School	07-08	Yes	Middle Sch	Reward					Yes							Yes
285250	Johnson County	Porter Elementary School	00-06	Yes	Elementary	Proficient												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	09-12	No	High Sch	Needs Improvement							Yes					Yes
291060	Kenton County	Fl Wright Elementary School	00-05	Yes	Elementary	Focus												Yes
291020	Kenton County	James A. Caywood Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
291050	Kenton County	Kenton Elementary School	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	Yes	Elementary	Focus		Yes										Yes
291006	Kenton County	River Ridge Elementary School	00-05	No	Elementary	Proficient												Yes
291080	Kenton County	Ryland Heights Elementary School	00-05	Yes	Elementary	Focus												Yes

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KDE:OAA:DADI: 11/10/2011

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

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Dististinguished			
291120	Kenton County	Scott High School	09-12	No	High Sch	Needs Improvement												
291090	Kenton County	Simon Kenton High School	09-12	No	High Sch	Focus												
291007	Kenton County	Summit View Elementary School	00-05	No	Elementary	Needs Improvement												
291008	Kenton County	Summit View Middle School	06-08	No	Middle Sch	Focus												
291100	Kenton County	Taylor Mill Elementary School	00-05	No	Elementary	Needs Improvement												
291103	Kenton County	Turkey Foot Middle School	06-08	No	Middle Sch	Focus												
291105	Kenton County	Twenohel Middle School	06-08	No	Middle Sch	Focus												
291495	Kenton County	White's Tower Elementary School	00-05	Yes	Elementary	Focus												
291108	Kenton County	Woodland Middle School	06-08	No	Middle Sch	Focus												
295035	Knot County	Beaver Creek Elementary School	00-08	Yes	Elementary	Focus												
295100	Knot County	Beaver Creek Elementary School	00-08	Yes	Elementary	Focus												
295100	Knot County	Carr Creek Elementary School	00-08	Yes	Elementary	Reward												
295150	Knot County	Carr Creek Elementary School	00-08	Yes	Elementary	Needs Improvement												
295150	Knot County	Cordia School	00-12	Yes	Elementary	Focus												
295210	Knot County	Cordia School	00-12	Yes	High Sch	Focus												
295210	Knot County	Emmalena Elementary School	00-08	Yes	Elementary	Focus												
295210	Knot County	Emmalena Elementary School	00-08	Yes	Middle Sch	Reward												
295230	Knot County	Hindman Elementary School	00-08	Yes	Elementary	Needs Improvement												
295255	Knot County	Hindman Elementary School	00-08	Yes	Middle Sch	Reward												
295255	Knot County	Hindman Elementary School	00-08	Yes	Elementary	Proficient												
295265	Knot County	Jones Fork Elementary School	00-08	Yes	Middle Sch	Reward												
295265	Knot County	Jones Fork Elementary School	00-08	Yes	Middle Sch	Reward												
301071	Knox County	Knot County Central High School	09-12	Yes	High Sch	Reward												
301170	Knox County	Central Elementary School	00-06	Yes	Elementary	Needs Improvement												
301170	Knox County	Dewitt Elementary School	00-06	Yes	Elementary	Proficient												
301240	Knox County	Flat Lick Elementary School	00-06	Yes	Elementary	Needs Improvement												
301320	Knox County	G R Hampton Elementary School	00-06	Yes	Elementary	Focus												
301280	Knox County	Girdler Elementary School	00-06	Yes	Elementary	Needs Improvement												
301430	Knox County	Jesse D Lay Elementary School	00-06	Yes	Elementary	Proficient												
301410	Knox County	Knox Central High School	09-12	Yes	High Sch	Priority School												
301023	Knox County	Knox County Middle School	07-08	Yes	Middle Sch	Needs Improvement												
301450	Knox County	Lynn Camp Schools	00-12	Yes	Middle Sch	Focus												
301450	Knox County	Lynn Camp Schools	00-12	Yes	High Sch	Focus												
305015	Larue County	Abraham Lincoln Elementary School	00-05	Yes	Elementary	Needs Improvement												
305030	Larue County	Hodgenville Elementary School	00-05	Yes	Elementary	Needs Improvement												
305040	Larue County	Larue County High School	00-05	Yes	Elementary	Needs Improvement												
305045	Larue County	Larue County Middle School	09-12	No	High Sch	Proficient												
311030	Laurel County	Laurel County Middle School	06-08	No	Middle Sch	Reward												
311030	Laurel County	Bush Elementary School	00-05	Yes	Elementary	Reward												
311055	Laurel County	Camp Ground Elementary School	00-05	Yes	Elementary	Needs Improvement												
311430	Laurel County	Cold Hill Elementary School	00-05	Yes	Elementary	Proficient												
311070	Laurel County	Colony Elementary School	00-05	Yes	Elementary	Needs Improvement												
311130	Laurel County	Hazel Green Elementary School	00-05	Yes	Elementary	Focus												
311175	Laurel County	Hunter Hills Elementary School	00-05	Yes	Elementary	Proficient												
311165	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					
311206	Laurel County	North Laurel High School	09-12	No	High Sch	Focus						Yes					
311210	Laurel County	North Laurel Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes					
311040	Laurel County	South Laurel High School	09-12	No	High Sch	Focus						Yes					
311420	Laurel County	South Laurel Middle School	06-08	Yes	Middle Sch	Focus						Yes					
311018	Laurel County	Sublimity Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes					
315030	Lawrence County	Wyant-Pine Grove Elementary School	00-05	Yes	Elementary	Needs Improvement						Yes					
315030	Lawrence County	Blaine Elementary School	00-08	Yes	Elementary	Focus					Yes						
315150	Lawrence County	Blaine Elementary School	00-08	Yes	Middle Sch	Focus					Yes						
315150	Lawrence County	Fallsburg Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes					
315260	Lawrence County	Fallsburg Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					
315020	Lawrence County	Lawrence County High School	09-12	No	High Sch	Priority School			Yes								
315200	Lawrence County	Louisa East Elementary School	02-05	Yes	Elementary	Needs Improvement						Yes					
321010	Lee County	Louisa Middle School	06-08	No	Middle Sch	Focus						Yes					
321050	Lee County	Beattyville Elementary	00-05	Yes	Elementary	Reward						Yes					
321055	Lee County	Lee County High School	09-12	Yes	High Sch	Priority School			Yes								
321100	Lee County	Lee County Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes					
325280	Leslie County	Southside Elementary School	00-05	Yes	Elementary	Reward						Yes					
325350	Leslie County	Hayes Lewis Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					
325335	Leslie County	Leslie County High School	09-12	No	High Sch	Priority School			Yes								Yes
325300	Leslie County	Leslie County Middle School	07-08	Yes	Middle Sch	Proficient											Yes
325570	Leslie County	Mountain View Elementary	00-06	Yes	Elementary	Needs Improvement						Yes					
325420	Leslie County	Stimmet Elementary School	00-06	Yes	Elementary	Reward						Yes					
331210	Letcher County	W B Mincey Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					
331210	Letcher County	Arife Boggs Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes					
331125	Letcher County	Arife Boggs Elementary School	00-08	Yes	Middle Sch	Reward						Yes					
331125	Letcher County	Beckham Bates Elementary School	00-08	Yes	Elementary	Focus					Yes						Yes
331380	Letcher County	Beckham Bates Elementary School	00-08	Yes	Elementary	Focus					Yes						
331380	Letcher County	Cowan Elementary School	00-08	Yes	Elementary	Focus					Yes						
331250	Letcher County	Cowan Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					
331250	Letcher County	Fleming Neon Elementary School	00-08	Yes	Elementary	Focus						Yes					
331056	Letcher County	Fleming Neon Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					
331350	Letcher County	Letcher County Central High School	09-12	No	High Sch	Focus								Yes			
331350	Letcher County	Letcher Elementary School	00-08	Yes	Elementary	Needs Improvement						Yes					
331425	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	Elementary	Needs Improvement						Yes					
331650	Letcher County	Martha Jane Potter Elementary School	00-08	Yes	Middle Sch	Needs Improvement						Yes					
331710	Letcher County	West Whitesburg Elementary School	00-05	Yes	Elementary	Reward											
335040	Lewis County	Whitesburg Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes					
335090	Lewis County	Garrison Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					
335095	Lewis County	Laurel Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					
335120	Lewis County	Lewis County Central Elementary School	00-05	Yes	Elementary	Focus					Yes						
335100	Lewis County	Lewis County High School	09-12	No	High Sch	Proficient											Yes
335140	Lewis County	Lewis County Middle School	06-08	Yes	Middle Sch	Needs Improvement						Yes					
335140	Lewis County	Tollisboro Elementary School	00-06	Yes	Elementary	Needs Improvement						Yes					

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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		
341040	Lincn County	Crab Orchard Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
341050	Lincn County	Highland Elementary School	00-05	Yes	Elementary	Proficient											
341070	Lincn County	Hustontville Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
341085	Lincn County	Lincn County High School	09-12	No	High Sch	Priority School	Yes										
341086	Lincn County	Lincn County Middle School	07-08	No	Middle Sch	Needs Improvement											
341023	Lincn County	Lloyd McJuffey Sixth Grade Center	06-06	Yes	Middle Sch	Proficient										Yes	
341100	Lincn County	McKinnney Elementary School	00-05	Yes	Elementary	Proficient										Yes	
341130	Lincn County	Stanford Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
345050	Livingston County	Waynesburg Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
345065	Livingston County	Livingston Central High School	09-12	No	High Sch	Priority School											
345020	Livingston County	Livingston County Middle School	07-08	Yes	Middle Sch	Focus				Yes						Yes	
345021	Livingston County	North Livingston Elementary School	00-06	Yes	Elementary	Needs Improvement				Yes						Yes	
351011	Logan County	South Livingston Elementary School	00-06	Yes	Elementary	Focus										Yes	
351011	Logan County	Adairville Elementary School	00-08	Yes	Elementary	Proficient										Yes	
351012	Logan County	Adairville Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
351012	Logan County	Auburn Elementary School	00-08	Yes	Elementary	Reward	Yes									Yes	
351013	Logan County	Auburn Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
351013	Logan County	Chandlers Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
351014	Logan County	Chandlers Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
351014	Logan County	Lewisburg Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
351140	Logan County	Lewisburg Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
351016	Logan County	Logan County High School	09-12	No	High Sch	Needs Improvement										Yes	
351016	Logan County	Olmstead Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
351016	Logan County	Olmstead Elementary School	00-08	Yes	Middle Sch	Proficient										Yes	
351020	Logan County	Lyon County Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
351070	Lyon County	Lyon County High School	09-12	No	High Sch	Proficient										Yes	
351023	Lyon County	Lyon County Middle School	06-08	Yes	Middle Sch	Proficient										Yes	
355021	Madison County	B. Michael Caudill Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes	
355010	Madison County	Clark Moores Middle School	06-08	Yes	Middle Sch	Focus										Yes	
355015	Madison County	Daniel Boone Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
355018	Madison County	Foley Middle School	06-08	Yes	Middle Sch	Focus				Yes						Yes	
355040	Madison County	Glenn R. Marshall Elementary School	00-05	Yes	Middle Sch	Focus				Yes						Yes	
355030	Madison County	Kingson Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
355045	Madison County	Kirkville Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes	
355050	Madison County	Kit Carson Elementary School	00-05	Yes	Elementary	Proficient										Yes	
355020	Madison County	Madison Central High School	09-12	No	High Sch	Focus				Yes						Yes	
355050	Madison County	Madison Middle School	06-08	Yes	Middle Sch	Focus				Yes						Yes	
355005	Madison County	Madison Southern High School	09-12	No	High Sch	Focus				Yes						Yes	
355450	Madison County	Mayfield Elementary School	00-05	Yes	Elementary	Focus				Yes						Yes	
355460	Madison County	Model Laboratory Elementary School	09-12	No	High Sch	Proficient										Yes	
355455	Madison County	Model Laboratory High School	09-12	No	High Sch	Reward	Yes									Yes	
355007	Madison County	Model Laboratory Middle School	06-08	No	Middle Sch	Reward	Yes									Yes	
355100	Madison County	Shannon Johnson Elementary School	00-05	Yes	Elementary	Reward	Yes			Yes						Yes	
355120	Madison County	Silver Creek Elementary School	00-05	Yes	Elementary	Focus										Yes	
355120	Madison County	Waco Elementary School	00-05	Yes	Elementary	Focus										Yes	

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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			
365130	Madison County	White Hall Elementary School	00-05	Yes	Elementary	Proficient												
371175	Magoffin County	Herald Whitaker Middle School	07-08	Yes	Middle Sch	Needs Improvement												
371370	Magoffin County	Magoffin County High School	09-12	No	High Sch	Needs Improvement												
371172	Magoffin County	North Magoffin Elementary	00-06	Yes	Elementary	Needs Improvement												
371360	Magoffin County	Salyersville Grade School	00-06	Yes	Elementary	Needs Improvement												
371173	Magoffin County	South Magoffin Elementary	00-06	Yes	Elementary	Focus			Yes									Yes
375020	Marion County	Calvary Elementary School	00-05	Yes	Elementary	Reward												
375040	Marion County	Glasscock Elementary School	00-05	Yes	Elementary	Reward			Yes									
375210	Marion County	Lebanon Elementary School	00-05	Yes	Elementary	Needs Improvement												
375220	Marion County	Lebanon Middle School	06-08	Yes	Middle Sch	Needs Improvement												
375515	Marion County	Marion County High School	09-12	No	High Sch	Focus								Yes				Yes
375090	Marion County	Saint Charles Middle School	06-08	Yes	Middle Sch	Focus								Yes				Yes
375100	Marion County	West Marion Elementary School	00-05	Yes	Elementary	Proficient								Yes				Yes
381011	Marshall County	Benton Elementary School	00-05	Yes	Elementary	Proficient								Yes				Yes
381015	Marshall County	Benton Middle School	06-08	Yes	Middle Sch	Proficient								Yes				Yes
381040	Marshall County	Calvert City Elementary School	00-05	Yes	Elementary	Reward												
381010	Marshall County	Central Elementary School	00-05	Yes	Elementary	Needs Improvement			Yes									Yes
381085	Marshall County	Jonathan Elementary School	00-05	Yes	Elementary	Reward			Yes									Yes
381088	Marshall County	Marshall County High School	09-12	Yes	Elementary	Reward			Yes									Yes
381098	Marshall County	North Marshall Middle School	06-08	No	High Sch	Focus								Yes				Yes
381100	Marshall County	Sharpe Elementary School	06-08	Yes	Middle Sch	Proficient												Yes
381105	Marshall County	South Marshall Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
381110	Marshall County	South Marshall Middle School	06-08	Yes	Middle Sch	Proficient												Yes
385051	Martin County	Eden Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
385120	Martin County	Inez Elementary School	00-05	Yes	Elementary	Reward			Yes									Yes
385125	Martin County	Inez Middle School	06-08	Yes	Middle Sch	Reward			Yes									Yes
385250	Martin County	Sheldon Clark High School	09-12	No	High Sch	Priority School			Yes									Yes
385300	Martin County	Warfield Elementary School	00-05	Yes	Elementary	Needs Improvement				Yes								Yes
385320	Martin County	Warfield Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
391030	Mason County	Mason County High School	09-12	No	High Sch	Reward												Yes
391011	Mason County	Mason County Intermediate School	03-05	Yes	Elementary	Proficient												Yes
392031	Mayfield Independent	Mayfield Elementary 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	Concord Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
395025	Mccracken County	Farley Elementary School	00-05	Yes	Elementary	Focus												Yes
395120	Mccracken County	Heath Elementary School	00-05	Yes	Elementary	Proficient												Yes
395050	Mccracken County	Heath High School	09-12	No	High Sch	Needs Improvement												Yes
395055	Mccracken County	Heath Middle School	06-08	Yes	Middle Sch	Focus												Yes
395065	Mccracken County	Hendron Lone Oak Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
395080	Mccracken County	Lone Oak Elementary School	00-05	Yes	Elementary	Focus												Yes
395070	Mccracken County	Lone Oak High School	09-12	No	High Sch	Proficient												Yes
395085	Mccracken County	Lone Oak Middle School	06-08	Yes	Middle Sch	Focus												Yes
395100	Mccracken County	Reidland Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes

ATTACHMENT 9 - Table 2: 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			
395110	McCracken County	Reidland High School	09-12	Yes	High Sch	Needs Improvement												
395115	McCracken County	Reidland Middle School	06-08	Yes	Middle Sch	Focus												
401010	McCreary County	McCreary Central High School	09-12	Yes	High Sch	Needs Improvement												
401014	McCreary County	McCreary County Middle School	07-08	Yes	Middle Sch	Needs Improvement												
401015	McCreary County	Pine Knot Intermediate School	04-06	Yes	Elementary	Reward	Yes											Yes
401016	McCreary County	Pine Knot Primary School	00-03	Yes	Elementary	Reward	Yes											Yes
401330	McCreary County	Whitley City Elementary School	00-06	Yes	Elementary	Proficient												Yes
405020	McLean County	Calhoun Elementary School	00-05	Yes	Elementary	Proficient												Yes
405050	McLean County	Livermore Elementary School	00-05	Yes	Elementary	Focus												Yes
405065	McLean County	McLean County High School	09-12	No	High Sch	Proficient												Yes
405075	McLean County	McLean County Middle School	06-08	No	Middle Sch	Reward	Yes											Yes
405070	McLean County	Sacramento Elementary School	00-05	Yes	Elementary	Proficient												Yes
411010	Meade County	Battletown Elementary School	00-06	Yes	Elementary	Reward	Yes											Yes
411060	Meade County	Brandenburg Primary School	00-03	Yes	Elementary	Reward												Yes
411011	Meade County	David T. Wilson Elementary	04-06	Yes	Elementary	Proficient	Yes											Yes
411040	Meade County	Ekron Elementary School	00-06	Yes	Elementary	Proficient												Yes
411050	Meade County	Flaherty Elementary School	00-06	Yes	Elementary	Focus												Yes
411070	Meade County	Meade County High School	09-12	No	High Sch	Focus												Yes
411080	Meade County	Midtraugh Elementary School	00-06	Yes	Elementary	Focus												Yes
411090	Meade County	Payneville Elementary School	00-06	Yes	Elementary	Proficient												Yes
411015	Meade County	Stuart Pepper Middle School	07-08	No	Middle Sch	Proficient												Yes
415020	Menifee County	Rolls Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes
415080	Menifee County	Menifee County High School	09-12	No	High Sch	Needs Improvement												Yes
415090	Menifee County	Menifee Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
415080	Menifee County	Menifee Elementary School	00-08	Yes	Middle Sch	Focus												Yes
421035	Mercer County	Kenneth D. King Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
421070	Mercer County	Mercer County Elementary School	01-03	Yes	Elementary	Reward	Yes											Yes
425030	Metcalfe County	Mercer County Senior High School	10-12	No	High Sch	Focus												Yes
425020	Metcalfe County	Edmonton Elementary School	00-05	Yes	Elementary	Needs Improvement												Yes
425050	Metcalfe County	Metcalfe 8th Grade Center	06-06	Yes	Middle Sch	Reward	Yes											Yes
425010	Metcalfe County	Metcalfe County High School	09-12	No	High Sch	Priority School	Yes											Yes
425070	Metcalfe County	Metcalfe County Middle School	07-08	Yes	Middle Sch	Needs Improvement												Yes
425090	Metcalfe County	North Metcalfe Elementary School	00-05	Yes	Elementary	Proficient	Yes											Yes
426020	Middlesboro Independent	Summer Shade Elementary School	00-05	Yes	Elementary	Reward												Yes
426080	Middlesboro Independent	East End Intermediate School	00-05	Yes	Elementary	Needs Improvement												Yes
426040	Middlesboro Independent	Middlesboro High School	09-12	Yes	High Sch	Needs Improvement												Yes
426030	Middlesboro Independent	Middlesboro Middle School	06-08	Yes	Middle Sch	Needs Improvement												Yes
431150	Monroe County	West End Primary School	00-03	Yes	Elementary	Needs Improvement												Yes
431212	Monroe County	Gambell Elementary	00-05	Yes	Elementary	Proficient												Yes
431450	Monroe County	Joe Harrison Carter	00-05	Yes	Elementary	Proficient												Yes
431160	Monroe County	Monroe Co High	09-12	No	High Sch	Needs Improvement												Yes
431440	Monroe County	Monroe Co Middle	06-08	Yes	Middle Sch	Needs Improvement												Yes
435010	Montgomery County	Tompkinsville Elem	00-05	Yes	Elementary	Proficient												Yes
435030	Montgomery County	Camargo Elementary School	00-05	Yes	Elementary	Focus												Yes
435030	Montgomery County	Mapleton Elementary School	00-05	Yes	Elementary	Reward	Yes											Yes

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							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
435070	Montgomery County	Menabb Middle School	06-08	No	Middle Sch	Focus												
435040	Montgomery County	Montgomery County High School	08-12	No	High Sch	Focus												
435030	Montgomery County	Mount Sterling Elementary School	00-05	Yes	Elementary	Proficient												
436020	Monticello Independent	Monticello Elementary School	00-05	Yes	Elementary	Needs Improvement												
436010	Monticello Independent	Monticello High School	09-12	Yes	High Sch	Priority School			Yes									
436015	Monticello Independent	Monticello Middle School	06-08	Yes	Middle Sch	Focus												
441050	Morgan County	East Valley Elementary School	00-05	Yes	Elementary	Needs Improvement												
441090	Morgan County	Ezel Elementary School	00-05	Yes	Elementary	Reward	Yes											
441015	Morgan County	Morgan Central Elementary School	00-05	Yes	Elementary	Reward		Yes										
441150	Morgan County	Morgan County High School	09-12	No	High Sch	Needs Improvement												
441140	Morgan County	Morgan County Middle School	06-08	Yes	Middle Sch	Focus												
441018	Morgan County	West Liberty Elementary School	00-05	Yes	Elementary	Proficient												
445010	Muhlenberg County	Bremen Elementary School	00-05	Yes	Elementary	Proficient												
445030	Muhlenberg County	Central City Elementary	00-05	Yes	Elementary	Needs Improvement												
445040	Muhlenberg County	Greenville Elementary School	00-05	Yes	Elementary	Needs Improvement												
445115	Muhlenberg County	Longest Elementary	00-05	Yes	Elementary	Needs Improvement												
445175	Muhlenberg County	Muhlenberg County High School	09-12	No	High Sch	Focus												
445150	Muhlenberg County	Muhlenberg North Middle	06-08	No	Middle Sch	Proficient												
445012	Muhlenberg County	Muhlenberg South Elementary	00-05	Yes	Elementary	Reward	Yes											Yes
445045	Muhlenberg County	Muhlenberg South Middle School	06-08	No	Middle Sch	Needs Improvement												
446020	Murray Independent	Murray Elementary School	00-03	Yes	Elementary	Reward	Yes											Yes
446050	Murray Independent	Murray High School	09-12	No	High Sch	Reward	Yes											Yes
446030	Murray Independent	Murray Middle School	04-08	Yes	Elementary	Focus	Yes											Yes
446030	Murray Independent	Murray Middle School	04-08	Yes	Middle Sch	Reward	Yes											Yes
451013	Nelson County	Bloomfield Elementary School	00-05	Yes	Elementary	Needs Improvement												
451011	Nelson County	Bloomfield Middle School	06-08	No	Middle Sch	Focus												
451030	Nelson County	Boston School	00-08	Yes	Elementary	Focus	Yes											
451030	Nelson County	Boston School	00-08	Yes	Middle Sch	Needs Improvement			Yes									
451050	Nelson County	Coxs Creek Elementary School	00-05	Yes	Elementary	Proficient												Yes
451070	Nelson County	Foster Heights Elementary School	00-05	Yes	Elementary	Proficient												
451100	Nelson County	Nelson County High School	09-12	No	High Sch	Focus			Yes									Yes
451090	Nelson County	Old Kentucky Home Middle School	06-08	No	Middle Sch	Focus												Yes
451011	Nelson County	The New Haven School	00-08	Yes	Elementary	Reward		Yes										
451011	Nelson County	The New Haven School	00-08	Yes	Middle Sch	Focus												
452070	Newport Independent	Newport High School	10-12	No	High Sch	Priority School		Yes										
452040	Newport Independent	Newport Intermediate School	00-06	Yes	Elementary	Focus			Yes									Yes
452080	Newport Independent	Newport Junior High School	07-09	Yes	Middle Sch	Focus			Yes									Yes
452020	Newport Independent	Newport Primary School	00-03	Yes	Elementary	Focus			Yes									Yes
455020	Nicholas County	Nicholas County Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
455030	Nicholas County	Nicholas County High School	07-12	No	High Sch	Focus			Yes									Yes
461010	Ohio County	Beaver Dam Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
461090	Ohio County	Fordsville Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
461140	Ohio County	Horse Branch Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
461155	Ohio County	Ohio County High School	09-12	No	High Sch	Focus												Yes
461110	Ohio County	Ohio County Middle School	07-08	No	Middle Sch	Focus												Yes

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461170	Ohio County	Southern Elementary School	00-08	Yes	Elementary	Needs Improvement												
461190	Ohio County	Wayland Alexander Elementary School	00-08	Yes	Elementary	Proficient											Yes	
461200	Ohio County	Western Elementary School	00-06	Yes	Elementary	Needs Improvement											Yes	
465007	Oldham County	Buckner Elementary School	00-05	No	Elementary	Needs Improvement											Yes	
465005	Oldham County	Camden Station Elementary School	00-05	No	Elementary	Reward	Yes											Yes
465010	Oldham County	Centerfield Elementary School	00-05	Yes	Elementary	Focus												
465020	Oldham County	Crestwood Elementary School	00-05	Yes	Elementary	Focus												
465015	Oldham County	East Oldham Middle School	06-08	No	Middle Sch	Proficient											Yes	
465025	Oldham County	Goshen At Hillcrest Elementary School	00-05	No	Elementary	Proficient											Yes	
465014	Oldham County	Harmony Elementary School	00-05	No	Elementary	Reward	Yes										Yes	
465013	Oldham County	Kenwood Station Elementary School	00-05	No	Elementary	Reward											Yes	
465030	Oldham County	Lagrange Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
465050	Oldham County	Liberty Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
465028	Oldham County	Locust Grove Elementary School	00-05	Yes	Elementary	Reward											Yes	
465012	Oldham County	North Oldham High School	09-12	No	High Sch	Reward	Yes										Yes	
465350	Oldham County	North Oldham Middle School	06-08	No	Middle Sch	Proficient											Yes	
465060	Oldham County	Oldham County High School	09-12	No	High Sch	Focus	Yes										Yes	
465070	Oldham County	Oldham County Middle School	06-08	Yes	Middle Sch	Focus											Yes	
465095	Oldham County	South Oldham High School	09-12	No	High Sch	Reward	Yes										Yes	
465090	Oldham County	South Oldham Middle School	06-08	No	Middle Sch	Reward	Yes										Yes	
471078	Owen County	Maurice Bowling Middle School	06-08	No	Middle Sch	Focus	Yes										Yes	
471075	Owen County	Owen County Elementary School	03-05	Yes	Elementary	Needs Improvement											Yes	
471080	Owen County	Owen County High School	09-12	No	High Sch	Needs Improvement											Yes	
472010	Owensboro Independent	Cravens Elementary School	00-04	Yes	Elementary	Focus											Yes	
472030	Owensboro Independent	Estes Elementary School	00-04	Yes	Elementary	Focus											Yes	
472060	Owensboro Independent	Foust Elementary School	00-04	Yes	Elementary	Focus											Yes	
472100	Owensboro Independent	Newton Parrish Elementary School	00-04	Yes	Elementary	Focus	Yes										Yes	
472110	Owensboro Independent	Owensboro High School	09-12	No	High Sch	Reward	Yes										Yes	
472140	Owensboro Independent	Sutton Elementary School	00-04	Yes	Elementary	Focus											Yes	
475020	Owsley County	Owsley County Elementary School	00-04	Yes	Elementary	Reward	Yes										Yes	
475080	Owsley County	Owsley County High School	00-06	Yes	Elementary	Needs Improvement											Yes	
476020	Paducah Independent	Owsley County High School	07-12	Yes	Middle Sch	Needs Improvement											Yes	
476080	Paducah Independent	Clark Elementary School	07-12	Yes	High Sch	Reward		Yes									Yes	
476150	Paducah Independent	McNabb Elementary School	00-05	Yes	Elementary	Focus											Yes	
476170	Paducah Independent	Morgan Elementary School	00-05	Yes	Elementary	Focus											Yes	
476180	Paducah Independent	Paducah Middle School	00-05	Yes	Elementary	Focus											Yes	
477010	Paintsville Independent	Paducah Tighman High School	06-08	No	Middle Sch	Focus											Yes	
477020	Paintsville Independent	Paintsville Elementary School	09-12	No	High Sch	Needs Improvement											Yes	
477030	Paintsville Independent	Paintsville High School	00-06	Yes	Elementary	Needs Improvement											Yes	
478010	Paris Independent	Paintsville High School	07-12	No	Middle Sch	Reward		Yes									Yes	
478020	Paris Independent	Paris Elementary School	00-05	Yes	Elementary	Needs Improvement											Yes	
478030	Paris Independent	Paris Middle School	00-05	No	High Sch	Needs Improvement											Yes	
481060	Pendleton County	Paris High School	06-08	Yes	High Sch	Needs Improvement											Yes	
481070	Pendleton County	Northern Elementary School	00-05	Yes	Elementary	Focus											Yes	
481070	Pendleton County	Pendleton County High School	09-12	No	High Sch	Proficient											Yes	

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School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
481081	Pendleton County	Phillip Sharp Middle School	06-08	No	Middle Sch	Needs Improvement												
481080	Pendleton County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement												
485750	Perry County	Ab Combs Elementary School	00-08	Yes	Elementary	Needs Improvement												
485085	Perry County	Ab Combs Elementary School	00-08	Yes	Middle Sch	Needs Improvement												
485065	Perry County	Big Creek Elementary School	00-08	Yes	Elementary	Needs Improvement												
485130	Perry County	Big Creek Elementary School	00-08	Yes	Middle Sch	Needs Improvement	Yes											Yes
485150	Perry County	Buckhorn School	00-12	Yes	High Sch	Reward			Yes									Yes
485150	Perry County	Chavies Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485235	Perry County	Chavies Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
485480	Perry County	Dennis C Wootton Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485480	Perry County	Leatherwood Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485480	Perry County	Leatherwood Elementary School	00-08	Yes	Middle Sch	Proficient												Yes
485250	Perry County	Perry County Central High School	09-12	No	High Sch	Priority School		Yes										Yes
485635	Perry County	Robert W Combs Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485640	Perry County	Robert W Combs Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
485640	Perry County	Robinson Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485640	Perry County	Robinson Elementary School	00-08	Yes	Elementary	Needs Improvement	Yes											Yes
485890	Perry County	Viper Elementary School	00-08	Yes	Elementary	Proficient												Yes
485895	Perry County	Viper Elementary School	00-08	Yes	Middle Sch	Reward		Yes										Yes
485895	Perry County	Willard Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
485895	Perry County	Willard Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
491090	Pike County	Willard Elementary School	09-12	No	High Sch	Needs Improvement												Yes
491058	Pike County	Belfry High School	06-08	No	Middle Sch	Proficient												Yes
491130	Pike County	Belfry Middle School	06-08	No	Middle Sch	Reward		Yes										Yes
491160	Pike County	Beverly Elementary School	00-05	Yes	Elementary	Reward	Yes	Yes										Yes
491250	Pike County	Blackberry Elementary School	00-05	Yes	Elementary	Reward	Yes	Yes										Yes
491250	Pike County	Dorton Elementary School	00-08	Yes	Elementary	Focus			Yes									Yes
491250	Pike County	Dorton Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491054	Pike County	East Ridge High School	09-12	No	High Sch	Proficient												Yes
491300	Pike County	Elkhorn City Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491300	Pike County	Elkhorn City Elementary School	00-08	Yes	Elementary	Reward	Yes	Yes										Yes
491057	Pike County	Elkhorn City Elementary School	00-08	Yes	Middle Sch	Reward		Yes										Yes
491057	Pike County	Feds Creek Elementary School	00-08	Yes	Elementary	Reward		Yes										Yes
491620	Pike County	Feds Creek Elementary School	00-08	Yes	Middle Sch	Reward		Yes										Yes
491620	Pike County	Johns Creek Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491650	Pike County	Johns Creek Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
491650	Pike County	Kimper Elementary School	00-08	Yes	Elementary	Needs Improvement												Yes
491407	Pike County	Kimper Elementary School	00-08	Yes	Middle Sch	Reward	Yes	Yes		Yes								Yes
491059	Pike County	Majestic Knox Creek Elementary School	00-06	Yes	Elementary	Reward	Yes	Yes		Yes								Yes
491059	Pike County	Millard School	00-08	Yes	Elementary	Focus			Yes									Yes
491059	Pike County	Millard School	00-08	Yes	Elementary	Needs Improvement												Yes
491950	Pike County	Mullins Elementary School	00-08	Yes	Middle Sch	Needs Improvement												Yes
491950	Pike County	Mullins Elementary School	00-08	Yes	Elementary	Reward		Yes										Yes
491952	Pike County	Phelps Elementary School	00-08	Yes	Middle Sch	Reward		Yes										Yes
491954	Pike County	Phelps Elementary School	00-06	Yes	Elementary	Needs Improvement												Yes
491954	Pike County	Phelps High School	07-12	No	Middle Sch	Reward		Yes										Yes
491954	Pike County	Phelps High School	07-12	No	High Sch	Needs Improvement												Yes
491190	Pike County	Pike County Central High School	09-12	No	High Sch	Needs Improvement												Yes

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

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
491995	Pike County	Runyon Elementary School	00-05	Yes	Elementary	Focus				Yes					Yes			
491980	Pike County	Shelby Valley High School	09-12	No	High Sch	Needs Improvement									Yes			
491031	Pike County	Southside Elementary School	00-05	Yes	Elementary	Reward	Yes										Yes	
492020	Pikeville Independent	Pikeville Elementary School	00-06	Yes	Elementary	Focus											Yes	
492030	Pikeville Independent	Pikeville High School	07-12	No	Middle Sch	Needs Improvement									Yes			
493010	Pineville Independent	Pineville Elementary School	07-12	No	High Sch	Reward	Yes										Yes	
493020	Pineville Independent	Pineville High School	00-06	Yes	Elementary	Focus			Yes						Yes			
495010	Powell County	Pineville High School	07-12	Yes	Middle Sch	Proficient											Yes	
495020	Powell County	Bowen Elementary School	00-05	Yes	Elementary	Focus			Yes						Yes			
495040	Powell County	Clay City Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
495040	Powell County	Powell County High School	09-12	No	High Sch	Needs Improvement									Yes			
495015	Powell County	Powell County Middle School	06-08	No	Middle Sch	Needs Improvement									Yes			
495060	Powell County	Stanton Elementary School	00-05	Yes	Elementary	Reward	Yes										Yes	
501070	Pulaski County	Burnside Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
501180	Pulaski County	Eubank Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
501280	Pulaski County	Nancy Elementary School	00-05	Yes	Elementary	Proficient									Yes			
501385	Pulaski County	Northern Middle School	06-08	No	Middle Sch	Needs Improvement									Yes			
501420	Pulaski County	Oak Hill Elementary School	00-05	Yes	Elementary	Proficient									Yes			
501380	Pulaski County	Pulaski County High School	09-12	No	High Sch	Priority School	Yes										Yes	
501385	Pulaski County	Pulaski Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
501440	Pulaski County	Shoville Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
501570	Pulaski County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
501380	Pulaski County	Southern Middle School	06-08	No	Middle Sch	Focus									Yes			
501400	Pulaski County	Southwestern High School	09-12	No	High Sch	Focus									Yes			
502010	Raceland-Worthington Independent	Campbell Elementary School	00-03	Yes	Elementary	Needs Improvement									Yes			
502020	Raceland-Worthington Independent	Raceland-Worthington High School	07-12	No	Middle Sch	Reward	Yes								Yes			
502020	Raceland-Worthington Independent	Raceland-Worthington High School	07-12	No	Middle Sch	Reward	Yes								Yes			
502030	Raceland-Worthington Independent	Worthington Elementary School	04-06	Yes	Elementary	Focus	Yes								Yes		Yes	
505010	Robertson County	Deming School	00-12	Yes	Elementary	Focus				Yes					Yes			
511020	Rockcastle County	Brodhead Elementary School	00-05	Yes	Elementary	Reward	Yes								Yes			
511170	Rockcastle County	Mt. Vernon Elementary	00-05	Yes	Elementary	Needs Improvement									Yes			
511310	Rockcastle County	Rockcastle County High School	09-12	No	High Sch	Focus									Yes			
511320	Rockcastle County	Rockcastle County Middle School	06-08	No	Middle Sch	Proficient									Yes			
511320	Rockcastle County	Roundstone Elementary School	00-05	Yes	Elementary	Proficient									Yes			
515040	Rowan County	Cleanfield Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
515043	Rowan County	Mcbrayer Elementary School	00-05	Yes	Elementary	Focus				Yes					Yes			
515250	Rowan County	Rowan County	00-05	Yes	Elementary	Focus									Yes			
515210	Rowan County	Rowan County Middle School	06-08	No	Middle Sch	Focus									Yes			
515180	Rowan County	Rowan County Senior High School	09-12	No	High Sch	Needs Improvement									Yes			
515200	Rowan County	Tilden Hogge Elementary School	00-05	Yes	Elementary	Needs Improvement									Yes			
521140	Russell County	Jamestown Elementary School	00-06	Yes	Elementary	Proficient									Yes			
521240	Russell County	Russell County High School	09-12	No	High Sch	Focus									Yes		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	

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

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
521280	Russell County	Salern Elementary School	00-06	Yes	Elementary	Proficient												
521280	Russell County	Union Chapel Elementary School	00-06	Yes	Elementary	Proficient												
522050	Russell Independent	Russell High School	09-12	No	High Sch	Reward	Yes										Yes	Yes
522060	Russell Independent	Russell Middle School	06-08	Yes	Middle Sch	Focus												
522011	Russell Independent	Russell Primary School	00-03	Yes	Elementary	Reward	Yes											
522030	Russell Independent	Russell-McDowell Intermediate School	00-05	Yes	Elementary	Needs Improvement												
523025	Russellville Independent	R E Stevenson Elementary School	00-06	Yes	Elementary	Focus												
523030	Russellville Independent	Russellville Junior/Senior High School	07-12	No	Middle Sch	Focus	Yes											
524010	Science Hill Independent	Russellville Junior/Senior High School	07-12	No	High Sch	Reward	Yes											
524010	Science Hill Independent	Science Hill Elementary School	00-08	Yes	Elementary	Needs Improvement												
525012	Scott County	Science Hill Elementary School	00-08	Yes	Elementary	Proficient												
525010	Scott County	Anne Mason Elementary School	00-05	Yes	Elementary	Needs Improvement												
525015	Scott County	Eastern Elementary School	00-05	Yes	Elementary	Needs Improvement												
525015	Scott County	Garth Elementary School	00-05	Yes	Elementary	Needs Improvement												
525018	Scott County	Georgetown Middle School	06-08	Yes	Middle Sch	Focus												
525035	Scott County	Northern Elementary School	00-05	Yes	Middle Sch	Focus												
525013	Scott County	Royal Spring Middle School	06-08	No	High Sch	Focus												
525040	Scott County	Scott County High School	10-12	No	High Sch	Focus												
525060	Scott County	Scott County Middle School	06-08	No	Middle Sch	Focus												
525070	Scott County	Southern Elementary School	00-05	Yes	Elementary	Needs Improvement												
525090	Scott County	Stamping Ground Elementary School	00-05	Yes	Elementary	Needs Improvement												
525080	Scott County	Western Elementary School	00-05	No	Elementary	Reward	Yes											
531120	Shelby County	Clear Creek Elementary	00-05	Yes	Elementary	Focus												
531085	Shelby County	Heritage Elementary School	00-05	Yes	Elementary	Needs Improvement												
531014	Shelby County	Painted Stone Elementary	00-05	Yes	Elementary	Reward	Yes											
531110	Shelby County	Shelby County East Middle School	06-07	No	Middle Sch	Reward	Yes											
531080	Shelby County	Shelby County West Middle School	06-07	No	Middle Sch	Focus	Yes											
531100	Shelby County	Simpsonville Elementary	00-05	Yes	Elementary	Focus	Yes											
531015	Shelby County	Southside Elementary School	00-05	Yes	Elementary	Focus	Yes											
531130	Shelby County	Wright Elementary	00-05	Yes	Elementary	Focus	Yes											
533012	Silver Grove Independent	Silver Grove School	00-05	Yes	Elementary	Needs Improvement												
533012	Silver Grove Independent	Silver Grove School	00-12	Yes	Elementary	Focus												
533012	Silver Grove Independent	Silver Grove School	00-12	Yes	Middle Sch	Focus												
535040	Simpson County	Franklin-Simpson High School	09-12	Yes	High Sch	Reward	Yes											
535030	Simpson County	Franklin-Simpson Middle School	06-08	Yes	Middle Sch	Priority School												
535045	Simpson County	Lincoln Elementary School	04-05	Yes	Elementary	Focus												
535100	Simpson County	Lincoln Elementary School	01-03	Yes	Elementary	Needs Improvement												
536050	Somerset Independent	Hopkins Elementary School	00-04	Yes	Elementary	Reward	Yes											
536090	Somerset Independent	Meece Middle School	05-08	No	Middle Sch	Reward												
536070	Somerset Independent	Somerset High School	09-12	No	High Sch	Needs Improvement												
537010	Southgate Independent	Southgate Public School	00-08	Yes	Elementary	Needs Improvement												
537010	Southgate Independent	Southgate Public School	00-08	Yes	Middle Sch	Needs Improvement												
541040	Spencer County	Spencer County Elementary School	00-05	No	Elementary	Needs Improvement												
541050	Spencer County	Spencer County High School	09-12	No	High Sch	Focus	Yes											
541041	Spencer County	Spencer County Middle School	06-08	Yes	Middle Sch	Needs Improvement												

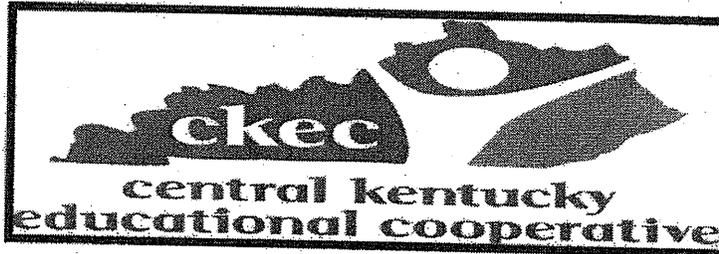
Table 2: Reward, Priority and Focus Schools  
Kentucky ESEA Waiver - All Levels

School Code	District Name	School Name	Grade	Title I Status	Level	Classifications	Rewards			Recognition and Support			Focus Areas			Categories		
							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished			
541044	Spencer County	Taylorsville Elementary School	00-05	Yes	Elementary	Reward	Yes					Yes				Yes		
545020	Taylor County	Taylor County Elementary School	00-05	Yes	Elementary	Reward	Yes					Yes				Yes		
545030	Taylor County	Taylor County High School	09-12	No	High Sch	Reward	Yes											
545040	Taylor County	Taylor County Middle School	06-08	Yes	Middle Sch	Proficient												
551005	Todd County	North Todd Elementary School	00-05	Yes	Elementary	Focus					Yes					Yes		
551015	Todd County	South Todd Elementary School	00-05	Yes	Elementary	Focus					Yes					Yes		
551095	Todd County	Todd County Central High School	09-12	No	High Sch	Focus										Yes		
551080	Todd County	Todd County Middle School	06-08	No	Middle Sch	Focus					Yes					Yes		
555070	Trigg County	Trigg County High School	09-12	Yes	High Sch	Needs Improvement												
555014	Trigg County	Trigg County Intermediate School	03-05	Yes	Elementary	Proficient												Yes
555050	Trigg County	Trigg County Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
561010	Trimble County	Bedford Elementary School	00-05	Yes	Elementary	Focus					Yes					Yes		
561020	Trimble County	Milton Elementary School	00-05	Yes	Elementary	Focus												
561030	Trimble County	Trimble County High School	09-12	No	High Sch	Priority School			Yes									
561015	Trimble County	Trimble County Middle School	06-08	Yes	Middle Sch	Focus					Yes					Yes		
565020	Union County	Morganfield Elementary School	00-05	Yes	Elementary	Reward										Yes		
565050	Union County	Sturgis Elementary School	00-05	Yes	Elementary	Needs Improvement										Yes		
565065	Union County	Union County High School	09-12	No	High Sch	Needs Improvement										Yes		
565055	Union County	Union County Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
565070	Union County	Uniontown Elementary School	00-05	Yes	Elementary	Reward					Yes					Yes		
567010	Walton-Verona Independent	Walton-Verona Elementary School	00-04	Yes	Elementary	Focus										Yes		
567020	Walton-Verona Independent	Walton-Verona High School	09-12	No	High Sch	Reward					Yes					Yes		
567015	Walton-Verona Independent	Walton-Verona Middle School	05-08	Yes	Middle Sch	Focus										Yes		
571010	Warren County	Alvaton Elementary	00-06	Yes	Elementary	Focus										Yes		
571040	Warren County	Briarwood Elementary School	00-06	Yes	Elementary	Focus					Yes					Yes		
571015	Warren County	Warren County	00-06	Yes	Elementary	Focus										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		
571130	Warren County	North Warren Elementary	00-06	Yes	Elementary	Focus										Yes		
571018	Warren County	Oakland Elementary	00-06	Yes	Elementary	Needs Improvement										Yes		
571140	Warren County	Piano Elementary	00-06	Yes	Elementary	Needs Improvement										Yes		
571170	Warren County	Rich Pond Elementary	00-06	Yes	Elementary	Focus										Yes		
571150	Warren County	Richardsville Elementary	00-06	No	Elementary	Focus										Yes		
571170	Warren County	Rockfield Elementary	00-06	Yes	Elementary	Focus										Yes		
571210	Warren County	Warren Central High School	00-06	Yes	Elementary	Needs Improvement										Yes		
571220	Warren County	Warren East High School	09-12	No	High Sch	Needs Improvement										Yes		
571205	Warren County	Warren East Middle School	09-12	No	High Sch	Focus										Yes		
571200	Warren County	Warren Middle School	07-08	Yes	Middle Sch	Focus										Yes		
571100	Warren County	Warren Elementary	00-06	Yes	Elementary	Needs Improvement										Yes		
575031	Washington County	William H. Natcher Elementary	00-06	Yes	Elementary	Focus										Yes		
575031	Washington County	North Washington Elementary School	00-08	Yes	Elementary	Focus										Yes		
575080	Washington County	North Washington Elementary School	00-08	Yes	Middle Sch	Focus										Yes		
575074	Washington County	Washington County Elementary School	00-05	Yes	Elementary	Reward					Yes					Yes		
575034	Washington County	Washington County High School	09-12	No	High Sch	Needs Improvement										Yes		
575034	Washington County	Washington County Middle School	06-08	Yes	Middle Sch	Needs Improvement										Yes		
581437	Wayne County	Bell Elementary School	02-04	Yes	Elementary	Reward					Yes					Yes		Yes

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							Highest Performing	High Progress	Priority School	Bottom 10%	3 Standard Deviation	Graduation Rate	Needs Improvement	Proficient	Distinguished		
581440	Wayne County	Turner Intermediate School	05-06	Yes	Elementary	Needs Improvement											
581200	Wayne County	Wayne County High School	09-12	No	High Sch	Needs Improvement											
581051	Wayne County	Wayne County Middle School	07-08	Yes	Middle Sch	Proficient											
585020	Webster County	Clay Elementary School	00-08	Yes	Elementary	Reward	Yes									Yes	
585020	Webster County	Clay Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
585030	Webster County	Dixon Elementary School	00-08	Yes	Elementary	Reward	Yes									Yes	
585060	Webster County	Providence Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
585090	Webster County	Providence Elementary School	00-08	Yes	Elementary	Needs Improvement	Yes									Yes	
585090	Webster County	Sabree Elementary School	00-08	Yes	Middle Sch	Reward	Yes									Yes	
585110	Webster County	Sabree Elementary School	00-08	Yes	Elementary	Needs Improvement										Yes	
585110	Webster County	Slaughters Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
585130	Webster County	Slaughters Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
586010	West Point Independent	Webster County High School	09-12	No	High Sch	Proficient										Yes	
586010	West Point Independent	West Point Elementary School	00-08	Yes	Elementary	Focus			Yes							Yes	
591060	Whitley County	West Point Elementary School	00-08	Yes	Middle Sch	Needs Improvement										Yes	
591280	Whitley County	Boston Elementary School	00-06	Yes	Elementary	Reward	Yes									Yes	
591320	Whitley County	Oak Grove Elementary School	00-06	Yes	Elementary	Reward										Yes	
591062	Whitley County	Pleasant View Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
591062	Whitley County	Whitley Central Intermediate School	03-06	Yes	Elementary	Proficient										Yes	
591430	Whitley County	Whitley County East Elementary School	00-06	Yes	Elementary	Reward	Yes									Yes	
591435	Whitley County	Whitley County High School	09-12	Yes	High Sch	Proficient										Yes	
591350	Whitley County	Whitley County Middle School	07-08	Yes	Middle Sch	Proficient										Yes	
592012	Williamsburg Independent	Williamsburg North Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
592012	Williamsburg Independent	Williamsburg City School	00-12	Yes	Elementary	Needs Improvement										Yes	
592012	Williamsburg Independent	Williamsburg City School	00-12	Yes	Middle Sch	Reward	Yes									Yes	
593010	Williamstown Independent	Williamstown Elementary	00-05	Yes	High Sch	Proficient										Yes	
593020	Williamstown Independent	Williamstown Elementary	00-05	Yes	Elementary	Needs Improvement										Yes	
593020	Williamstown Independent	Williamstown Jr. Sr. High	06-12	No	Middle Sch	Focus			Yes							Yes	
595310	Wolfe County	Williamstown Jr. Sr. High	06-12	No	High Sch	Reward	Yes									Yes	
595205	Wolfe County	Campton Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
595220	Wolfe County	Red River Valley Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
595320	Wolfe County	Rogers Elementary School	00-06	Yes	Elementary	Needs Improvement										Yes	
595315	Wolfe County	Wolfe County High School	09-12	Yes	High Sch	Reward	Yes									Yes	
601090	Woodford County	Wolfe County Middle School	07-08	Yes	Middle Sch	Needs Improvement										Yes	
601120	Woodford County	Hunttown Elementary School	00-05	Yes	Elementary	Reward	Yes									Yes	
601075	Woodford County	Northside Elementary School	00-05	Yes	Elementary	Reward	Yes									Yes	
601050	Woodford County	Simmons Elementary School	00-05	Yes	Elementary	Focus										Yes	
601084	Woodford County	Southside Elementary School	00-05	No	Elementary	Needs Improvement	Yes									Yes	
601085	Woodford County	Woodford County High School	09-12	No	High Sch	Reward	Yes									Yes	
601085	Woodford County	Woodford County Middle School	06-08	No	Middle Sch	Focus	Yes									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

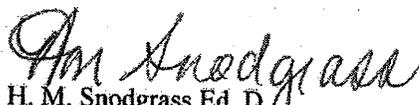
Dr. Terry Holliday, Commissioner  
Kentucky Department of Education  
1<sup>st</sup> Floor, 500 Mero Street  
Frankfort, Kentucky 40601

Dear Dr. Holliday:

On behalf of the eighteen member districts of the Central Kentucky Educational Cooperative, we are confirming our full support for the use of one system for both state and federal level school and district accountability.

Therefore, the Central Kentucky Educational Cooperative also supports the request made to the U.S. Secretary of Education for a waiver that would allow Kentucky to use one accountability model to meet the federal reporting requirements of NCLB.

Sincerely,

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



**EASTERN KENTUCKY UNIVERSITY**

*Serving Kentuckians Since 1906*



SouthEast/SouthCentral Educational Cooperative  
P-12 School Partnerships  
Mark Cleveland, Director  
Sarah Evans, A & H Collaborative, Coordinator  
[mark.cleveland@eku.edu](mailto:mark.cleveland@eku.edu); [sarah.evans@eku.edu](mailto:sarah.evans@eku.edu)

College of Education  
213 Bert Combs Classroom Building  
521 Lancaster Avenue  
Richmond, Kentucky 40475-3102  
(859) 622-2581 Fax: (859) 622-6374  
[www.coe.eku.edu/Field\\_Services](http://www.coe.eku.edu/Field_Services)

June 28, 2011

Terry Holliday, Commissioner  
Kentucky Department of Education  
1<sup>st</sup> Floor, 500 Mero Street  
Frankfort, KY 40601

Dear Dr. Holliday:

Please accept this letter of support for Kentucky's request to be waived from the federal statutory and regulatory requirements of No Child Left Behind (NCLB) legislation. The Southeast/South-Central Educational Cooperative (SESC), representing twenty-five regional school districts, is in unanimous support of adhering to the principles found in Kentucky's Unbridled Learning accountability model that focus on college and career readiness; assisting low-performing schools; data collection and disaggregation; and allowing school districts to review and establish meaningful annual accountability decisions.

The SESC believes that while the intentions were admirable, the tenets of NCLB make it almost impossible to be successful under the conditions set forth by NCLB. We believe that the new Kentucky model, while larger in scope, is much fairer and more attainable for all districts no matter the size or limitations. Likewise, if granted the waiver, there would be much less confusion among district and school personnel who are charged with interpreting and explaining results to parents, students, and constituents than with the current two-model system that we currently have in place.

The SESC believes the Unbridled Learning accountability model supports the findings of the Council of Chief State School Officers (CCSSO), is a far superior model than NCLB, and will provide more realistic and truer assessments of a district's success or failure.

The SESC wholeheartedly supports the attempt to seek flexibility for Kentucky by pursuing the waiver requested by you and the Governor.

Respectfully,

A handwritten signature in black ink, appearing to read "Mark W. Cleveland".  
Mark W. Cleveland, Director

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June 30, 2011

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

Re: Letter of Support for NCLB Waiver Request

Dear Dr. Holliday:

For more than 40 years, the Green River Regional Educational Cooperative has been at the forefront of educational support and leadership for districts in south central Kentucky. Today, we both lead and serve 35 districts and their 125,000 students, teachers and administrators, working in collaboration to **ensure success for every child**.

After conferring with the entire membership of the GRREC Board of Directors – including 35 Superintendents of Education and the Dean of the College of Education of our longtime partner, Western Kentucky University – we submit this letter in support of the June 20 request from Kentucky Governor Steve Beshear, wherein the Governor outlined a waiver request to enable the use of a new assessment and accountability model in Kentucky.

As you know, GRREC has been at the table throughout this process, supporting our teachers and leaders as well as other state-level stakeholders through the roll out of the new Common Core Standards in Language Arts/English and Mathematics. The landmark legislation driving these improvement measures (Senate Bill 1 [2009]) also will provide teachers, students and parents with an understandable growth-based assessment model that will inform student learning.

The **Unbridled Learning Accountability Model** will be implemented in 2011-12, but our teachers and leaders have been working for nearly two years with state and regional consultants to design, redesign and implement new classroom tasks aligned to the new standards. With the new school year just weeks away, **we strongly support the flexibility a waiver of NCLB** statutory and regulatory requirements and commend your efforts.

As students begin the new school year, teachers stand **ready to implement** a forward-focused set of content standards. Implementing the aligned accountability model provided through Kentucky Senate Bill 1 **adheres to the NCLB mandates for closing achievement gaps** in a manner that supports students and their learning.

Sincerely,

  
Nannette Johnson, GRREC Chairman  
Superintendent, Hardin County

  
George Wilson, Executive Director  
Green River Regional Educational Cooperative

# Kentucky Valley Educational Cooperative

One Community College Drive JMJC, Suite 107 Hazard, Kentucky 41701

Phone: 606-439-1119 Fax: 606-439-1322

www.kentuckyvalley.org

July 1, 2011

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



Dear Dr. Holliday:

The Kentucky Valley Educational Cooperative Board of Directors, consisting of eighteen public school Superintendents, would like to offer its support for the Kentucky Department of Education's request for flexibility under the federal No Child Left Behind (NCLB) Act.

Our Board members are aware of the content of the letter sent by Gov. Steve Beshear to U.S. Secretary of Education Arne Duncan, outlining the state's request for a waiver to enable the use of its new model to fulfill NCLB's requirements for assessment and accountability and fully support that request.

Kentucky's public school Unbridled Learning accountability model adheres to the principles outlined by the Council of Chief State School Officers' (CCSSO's) Next-Generation State Accountability Systems Taskforce for designing school accountability systems. Those principles undergirding that accountability system include a focus on college and career readiness; meaningful annual accountability decisions; disaggregation of data; deep diagnostic reviews; targeting low-performing schools for significant assistance. We are confident that Kentucky's model is strong and reliable for its stated purpose and would prefer to dispense with the use of two parallel, sometimes conflicting systems – as we have done since the implementation of NCLB.

The KVEC Board supports the use of one system for both state and federal-level school and district accountability. The KVEC Board and member districts remain focused on preparing our students for college and careers while still adhering to the NCLB mandates of closing achievement gaps and bringing all students to proficiency.

Thank you for your continued commitment to our state and our students. If we can provide additional information on our position please contact us at your convenience.

Sincerely,

Jeff Hawkins, Executive Director  
Writing for the KVEC Board

#### KVEC Member Districts

Breathitt County Floyd County Harlan County Hazard Independent Jackson Independent Jenkins Independent  
Knott County Lee County Leslie County Letcher County Mason County Magoffin County  
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P.O. Box 1249  
100 Alpine Drive  
Shelbyville, KY 40066  
502-647-3533  
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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.

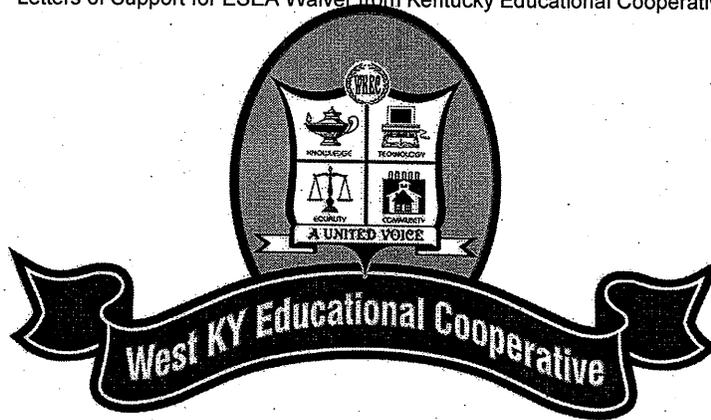
The proposed model for Kentucky's accountability system incorporates student growth as a measure of schools' progress. This measure ensures that schools strive to improve the academic progress of all students, whether they are behind or ahead of the pace for proficiency.

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**

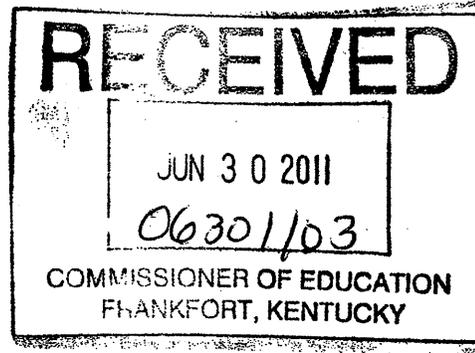
100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601  
Phone: 502-564-4606 Fax: 502-564-7080  
www.kyepsb.ky.gov

**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

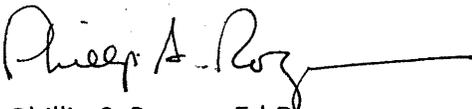


Dear Dr. Holliday,

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.

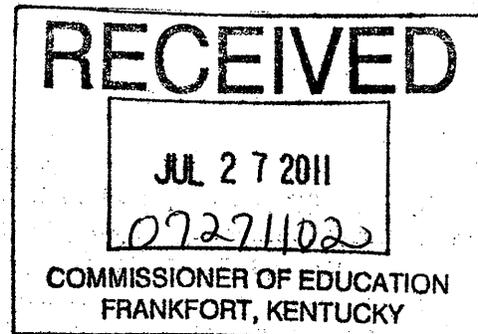
We appreciate your patience and understanding of our process and look forward to working with you.

Sincerely,

Brent McKim  
President

DeeAnn Flaherty  
Executive Director

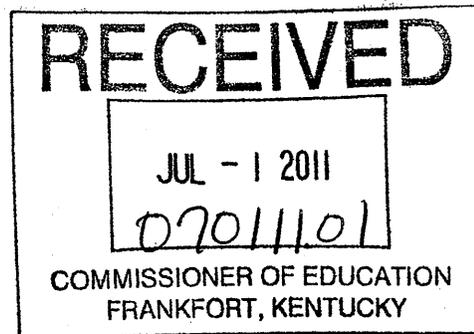
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Affiliated With



## 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



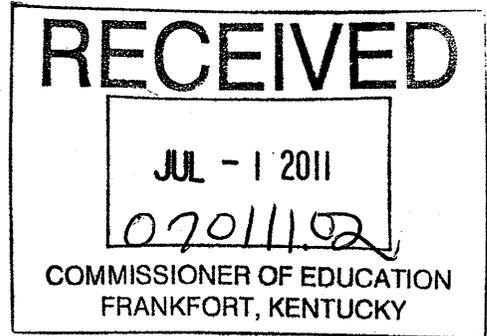
**Kentucky  
Association  
of School  
Administrators**

152 Consumer Lane  
Frankfort, KY 40601  
In Frankfort:  
(502) 875-3411  
Toll Free:  
(800) 928-KASA  
Fax Line:  
(502) 875-4634

[www.kasa.org](http://www.kasa.org)

June 30, 2011

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



Dear Commissioner Holliday:

I am writing to express the support of the Kentucky Association of School Administrators (KASA) for our state's request for a waiver to use our existing model of assessment and accountability for purposes of complying with the federal No Child Left Behind Act (NCLB).

As mandated by Kentucky's Senate Bill 1, passed in the 2009 session of our General Assembly, the Kentucky Board of Education has approved a new accountability model for the state's public school system that is required to be implemented in the 2011-12 school year. This "Unbridled Learning" accountability model adheres to the principles outlined by the Council of Chief State School Officers' Next-Generation State Accountability Systems Task Force for designing school accountability systems. Those principles include a focus on college and career readiness; meaningful annual accountability decisions; disaggregation of data; deep diagnostic reviews; targeting low-performing schools for significant assistance; and more.

Because Kentucky's model was developed through a lengthy process that involved significant public, stakeholder, expert and official input and feedback, we believe the model is strong and reliable for its stated purpose.

Please feel free to contact me if you have any questions.

Sincerely,

V. Wayne Young  
Executive Director



---

*Ronda Harmon*  
*Executive Director, KASC*

July 5, 2011

Terry Holliday, Commissioner  
Kentucky Department of Education  
First Floor, 500 Mero St.  
Frankfort, KY 40601

Dear Commissioner Holliday,

The Kentucky Association of School Councils is pleased to support the request by the Commonwealth of Kentucky to use the state's new school accountability system to meet assessment and accountability requirements of the No Child Left Behind Act.

Our association is committed to an education system that seeks to raise achievement for all students and all demographic groups to the highest possible level. We have been involved in the development of Kentucky's accountability system and feel that it provides meaningful measures and systems for moving schools toward the goals sought through both state and national policy.

We also believe that granting such flexibility will help our schools to sharpen their focus on meeting accountability goals that will result in the highest possible student learning that also closes achievement gaps. We are glad to offer our support and look forward to favorable consideration of Kentucky's request.

Sincerely,

Ronda Harmon  
Executive Director

---

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

Dr Holliday:

KASS is aware of the Kentucky Board of Education's approval of a new accountability model for the state's public school system that is required to be implemented in the 2011-12 school year. As a result, Kentucky has applied for waivers of various statutory and regulatory requirements of NCLB. Kentucky's public school Unbridled Learning accountability model adheres to the principles outlined by the Council of Chief State School Officers' (CCSSO's) Next-Generation State Accountability Systems Taskforce for designing school accountability systems. Those principles include a focus on college and career readiness; meaningful annual accountability decisions; disaggregation of data; deep diagnostic reviews; targeting low-performing schools for significant assistance; and more. Because Kentucky's model was developed through a lengthy process that involved significant public, stakeholder, expert and official input and feedback, we believe the model is strong and reliable for its stated purpose and for that reason, KASS fully supports the application for waivers, believing that the new assessment system better serves than the use of two parallel, sometimes conflicting systems – as we have done since the implementation of NCLB.

Wilson Sears  
Executive Director  
Kentucky Association School Superintendents  
[wilsonsears@gmail.com](mailto:wilsonsears@gmail.com)  
606-875-1771



November 2, 2011

The Kentucky Education Association supports the request for a waiver from provisions of the Elementary and Secondary Education Act submitted by the Kentucky Department of Education to the U.S. Department of Education.

In particular, KEA supports several elements of the waiver request that reflect the work in Kentucky to create a balanced assessment and accountability system:

- Counting all students in certain demographic groups only once each will result in better identification of schools needing support, rather than categorizing almost all schools as not making the grade.
- An accountability system that takes into account many more measures of school performance gives a much more accurate picture of school performance.
- Identifying schools in need of support prior to their being categorized as "persistently low-achieving" gives us all a chance to help those schools improve sooner.

KEA and its leaders are deeply involved in the work of the Teacher Effectiveness Steering Committee. That group is currently helping create the state's new teacher professional growth and evaluation system. While much work remains to be done to finalize all the components of that system, we are confident that working collaboratively with other stakeholders and the department of education, we will create a system whose emphasis is on providing an accurate, differentiated picture of individual teacher performance. It will also provide information to assist teachers in improving their practice and school administrators in helping teachers grow.

The Kentucky Education Association is Kentucky's affiliate of the National Education Association. KEA represents more than 41,000 educators, including pre-service teachers, active teachers, active classified employees, and retired educators.

Handwritten signature of Sharron K. Oxendine in black ink.

Sharron K. Oxendine  
KEA President

Handwritten signature of Mary Ann Blankenship in black ink.

Mary Ann Blankenship  
KEA Executive Director

---

**401 Capital Avenue**  
**Frankfort, KY 40601**  
**1 502/875-2889 or 1 800/231-4532**  
**Fax: 1 502/227-9002**  
**Internet: [www.kea.org](http://www.kea.org)**

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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.

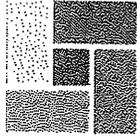
In 2009, the Commonwealth of Kentucky embarked on an ambitious path of creating a new accountability model. Senate Bill 1, adopted with broad bipartisan support by the Kentucky General Assembly, will measure college and career readiness and student growth, and will provide clear disaggregation of data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

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 Vicent, *Vice-Chair*  
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 Dorothy Ridings, Louisville

Cynthia J. Heine, Interim Executive Dir.

July 1, 2011

Terry Holliday, Commissioner  
 Kentucky Department of Education  
 1<sup>st</sup> Floor, 500 Mero Street  
 Frankfort, KY 40601

Dear Commissioner Holliday:

The Prichard Committee for Academic Excellence strongly supports Kentucky's pursuit of a waiver from the U.S. Department of Education to allow the use of the state's assessment and accountability model to fulfill the requirements of the federal No Child Left Behind Act.

Kentucky's elected officials set the state on the path to more rigorous standards and an accompanying assessment and accountability system with the 2009 passage of legislation mandating both. Since then, Kentucky has become the first state in the nation to adopt the new Common Core standards for mathematics and language arts and has created a new assessment and accountability model that will measure student progress on those and other subjects.

The Prichard Committee endorses your and Governor Steve Beshear's efforts to secure flexibility under the federal law. In our view, working under a strong single accountability system with the high standards reflected in Kentucky's model will enhance the state's effectiveness in implementing the Common Core standards. It also is important to note that Kentucky's system will hold schools accountable for student performance on a broader curriculum, not just reading and math, while the development of new standards for science and social studies is under way.

As you have noted, Kentucky's new system adheres to the principles outlined by the Council of Chief State School Officers' Next-Generation State Accountability Systems Task Force for designing school accountability systems. Those principles also reflect what, in our view, is needed to ensure student success, including: a focus on college and career readiness, meaningful annual accountability decisions, disaggregated data, deep diagnostic reviews and targeted assistance for low-performing schools.

We commend and appreciate your leadership in this matter and your tireless efforts to ensure a high-quality education for every Kentucky student.

Thank you.

Sincerely,

Cynthia J. Heine  
 Interim Executive Director

cc: Prichard Committee Board  
 Stu Silberman

**Goals and Guiding Principles for Accountability  
in  
Kentucky's Public Education System**

**As Amended and Approved at the Kentucky Board of Education  
December 7, 2010 Study Session**

**(Note: Informed by the national work of the Council of Chief State School Officers Accountability Task Force in the paper titled "Roadmap for Next-Generation State Accountability Systems)**

**Kentucky Board of Education Challenge** - Development of an accountability model to drive behavioral change to yield steady growth toward realizing the vision of ALL children proficient and prepared for success.

**Goals of Next-Generation Kentucky Accountability System:** This document provides a roadmap to guide Kentucky in developing a next-generation, college- and career-ready accountability system designed to achieve the following policy goals:

- Articulate Kentucky's expectations for school and district performance to drive actions for improving student achievement across the Commonwealth's educational system with the ultimate goal of all students connecting to postsecondary opportunities and graduating ready for success in college and careers.
- Identify differences in performance of schools and districts in valid, accurate, and meaningful ways so that schools/districts in need of improvement can receive appropriate support and interventions to meet expectations and top-performing/high-growth schools/districts can be recognized as models of excellence.
- Empower and engage educators, policy/law makers, parents, and the public through regular communication and transparent reporting of clear data on performance and results so that they can take action appropriate to their roles.
- Foster a commitment to continuous improvement and innovation.

**Guiding Principles of Next-Generation Kentucky Accountability System:** Guiding principles help ensure that state accountability design decisions validly and reliably promote Kentucky's educational goals. Such principles include the following:

- The accountability system should emphasize high standards and drive the goal of college- and career-readiness for all students. State-, district- and school-level comparisons to national and international benchmarks should be noted whenever feasible.
- The accountability system should be *systemic* and aligned across all actors, from federal to state to local (including schools and districts, educators, and students) with the availability of actionable data throughout.

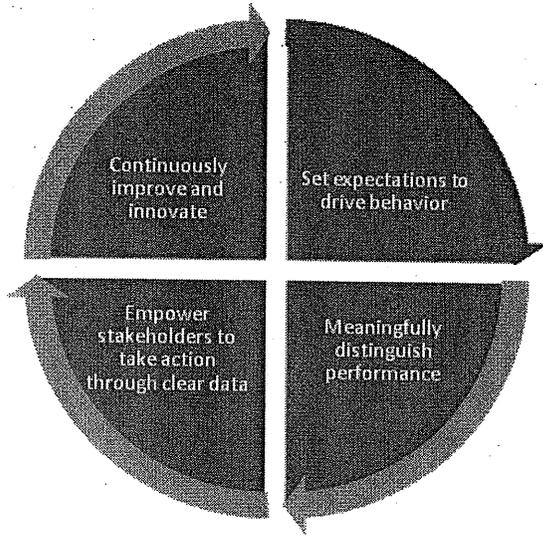
- The accountability system should include a deliberate focus on district-level accountability and capacity-building given the tight locus of control between local school boards, district leadership, and their schools.
- The accountability system should be meaningful for all districts, schools and students at every performance level as the system should encourage continuous improvement. While there should be particular focus in getting low-performing districts, schools, and students to increased levels of achievement, the system must also identify the high-performing districts and schools from which best practices can be gleaned – as well as encourage all schools and districts to become better.
- Validity of determinations and classifications should guide the design of the accountability system, while simultaneously being balanced against the need for clarity and transparency and the need for reliability and comparability across states.
- The state accountability system should be *one part* of the state's holistic education structure, built upon a research-based theory of action, aimed toward increasing student achievement. Robust data systems to inform policy and instruction, teacher and leader development, aligned curriculum and assessments, among others, should be equally important components of the Commonwealth's education system.
- Along with informing educational policy decisions, the next-generation accountability system should reinforce differentiated teaching and learning through, for example, improved assessment systems, effective data reporting, richer diagnostic evaluation, etc.
- The state accountability system should contribute to strong and positive school cultures that value and support high expectations for all students and teachers.
- The accountability system should be open to and driven by innovation.

### **Shared Accountability**

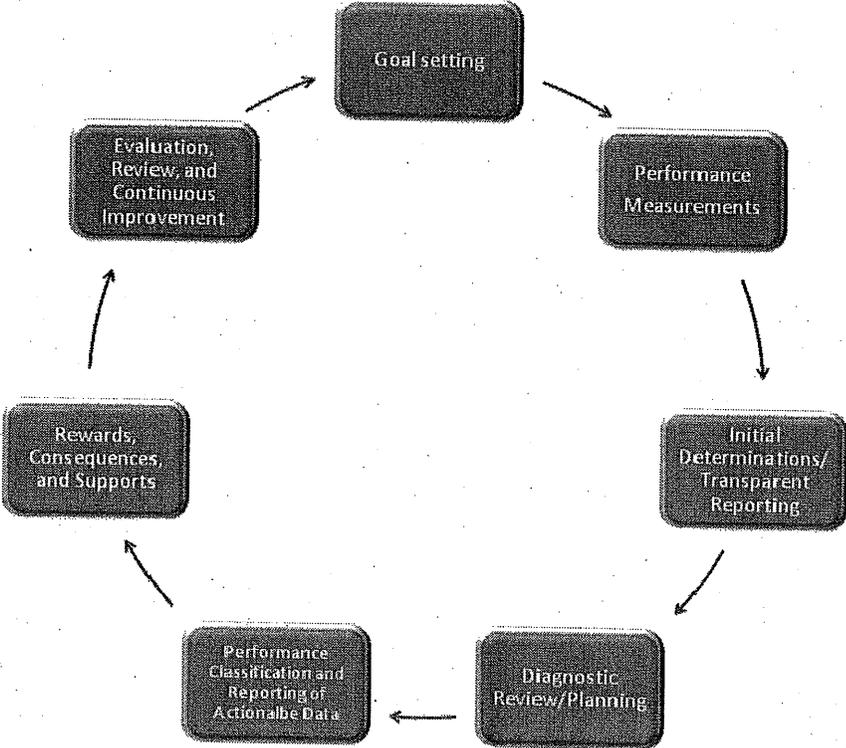
The state accountability system should acknowledge and encourage the responsibility of all actors for increased student performance outcomes – including the students themselves, parents, educators, and leaders at both the school and district levels. Accountability needs to be shared if it is to be effective; however, shared accountability cannot be perceived as an excuse for the core, independent responsibility of all schools and districts to ensure all students succeed. It is important to recognize these other forms of accountability to ensure that they align with the Commonwealth's overall accountability system. These other forms include:

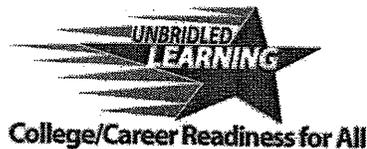
- Student accountability – includes the complex decisions and consequences associated with designing a state assessment system and how that will be used to gauge individual student progress (e.g., graduation requirements, exit exams, grades) as well as the personal responsibility each student should assume in performing to the best of his/her ability.
- Parent accountability – parents are students' first teachers and therefore, have a primary role in ensuring that their children rise to their educational potential.
- Teacher and leader effectiveness – emerging systems of teacher/leader evaluation and compensation hinge on student performance. States are grappling with how to measure the complexity of a teacher's and leader's influence on students' learning.
- Superintendent and school board effectiveness – creating conditions for continuous improvement is an essential role of school boards and superintendents. The Kentucky Department of Education and Kentucky Board of Education should work with the state level school boards association and superintendents association to align evaluations to accountability goals.
- Working conditions – working conditions impact learning outcomes and must be an essential element of data systems that inform improvement efforts, regardless of whether working conditions data are included in the final determinations of school and district accountability ratings.
- Early learning accountability – programs geared towards ensuring that students enter kindergarten ready to learn should be held accountable for results
- Higher education accountability – more attention is now being paid nationwide on how higher education institutions support and facilitate student progress and degree attainment once they graduate high school ready for college.
- Teacher preparation programs – data systems must inform the improvement of this essential link in the education system.

**The graphic below illustrates that the goals of next-generation state accountability systems are integrated and mutually-reinforcing. (From CCSSO "Roadmap for Next-Generation State Accountability Systems")**



**The graphic below illustrates a policy framework that can guide Kentucky in developing its next-generation accountability system to meet the goals and guiding principles cited on pages 1-3 of this paper. (From CCSSO "Roadmap for Next-Generation State Accountability Systems")**





## UNBRIDLED LEARNING ACCOUNTABILITY MODEL (WITH FOCUS ON THE NEXT-GENERATION LEARNERS COMPONENT)

*The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.*

### BACKGROUND

Education Commissioner Terry Holliday and staff in the Kentucky Department of Education (KDE) discussed the broad concepts proposed for a future state accountability model with the Kentucky Board of Education (KBE) and various stakeholder groups (i.e., School Curriculum, Assessment and Accountability Council (SCAAC), superintendents in educational cooperative meetings, District Assessment Coordinators, Kentucky Association for Assessment Coordinators, Education Coalition, Math Achievement Committee, Kentucky Association of School Councils Conference, Prichard Committee for Academic Excellence and Parents Advisory Council). Specifically, the broad categories of Achievement, Gap, Growth, Readiness and Graduation Rate were introduced to solicit feedback from educators, stakeholders and the public.

On April 13, 2011, the Kentucky Board of Education approved the regulation (703 KAR 5:200) that defines Next-Generation Learners, the first component of Kentucky's new accountability system. Subsequently, in August 2011 the board approved two other regulations, 703 KAR 5:230 (specifics on Program Reviews) and 703 KAR 5:220 (specifics on an overall accountability score and recognition, support and consequences). 703 KAR 5:220 will come back to the board in December 2011 for further revision. A definition for career readiness was also approved.

### A BALANCED APPROACH

Senate Bill 1 (2009 Kentucky General Assembly) requires Kentucky to begin a new assessment and accountability system in the 2011-12 school year. The assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts. Achievement in reading, mathematics, science, social studies, writing and Program Reviews in arts/humanities, practical living/career studies, writing, world language and kindergarten through 3rd grade program evaluation are the heart of the model. The list below details the indicators that are included in the future accountability model around each of these strategic priorities.

**Unbridled Learning: College- and/or Career-Ready for All**

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

**Next-Generation Learners: Overview of the accountability model for next-generation learners**

The next-generation learners accountability model is anchored in college and career readiness for all students. Like previous accountability models, it continues annual public reporting of disaggregated student outcome measures in math, reading and science to assess school performance. However, this more robust next-generation model also includes student achievement growth measures, emphasis on college and career readiness, high school graduation rates, student achievement in writing and social studies, and increased focus on the lowest-performing schools. Additionally, the new accountability model holds all schools and districts accountable for improving student performance and creates four performance classifications that determine consequences and guide interventions and supports. School and district classifications are based on the following measures:

**Calculation for School/District Point Total**

- **Achievement** (Content Areas are reading, mathematics, science, social studies and writing.)
- **Gap** (percentage of proficient and distinguished) for the Non-Duplicated Gap Group for all five content areas
- **Growth** in reading and mathematics (percentage of students at typical or higher levels of growth)
- **College Readiness** as measured by the percentage of students meeting benchmarks in three content areas on EXPLORE at middle school
- **College/Career-Readiness Rate** as measured by ACT benchmarks, college placement tests and career measures
- **Graduation Rate**

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

## SCHOOL AND DISTRICT CLASSIFICATIONS

<b>Distinguished</b>	<p><u>Cut score (to be determined)</u> points or more in</p> <p><b>Elementary: Achievement + Gap + Growth</b></p> <p><b>Middle: Achievement + Gap + Growth + College Readiness</b></p> <p><b>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</b></p>
<b>Proficient</b>	<p><u>Cut score (to be determined)</u> points in</p> <p><b>Elementary: Achievement + Gap + Growth</b></p> <p><b>Middle: Achievement + Gap + Growth + College Readiness</b></p> <p><b>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</b></p>
<b>Needs Improvement</b>	<p><u>Cut score (to be determined)</u> points in</p> <p><b>Elementary: Achievement + Gap + Growth</b></p> <p><b>Middle: Achievement + Gap + Growth + College Readiness</b></p> <p><b>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</b></p>

**Performance Measures for Next-Generation Learners**

(This model is based on student data from state-required assessments administered in grades 3-12.)

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

\*AFGR is Averaged Freshman Graduation Rate.

\*\* Four end-of-course exams are expected in 2012, the first year of the new system: English II, Algebra II, Biology and U.S. History. End-of-course test results may be used for a percentage of a student's final grade in the course, as outlined in local policy. If that percentage is less than 20 percent, school districts will submit reports to KDE providing justification.

**Process**

Individual student data collected from the assessments and rates listed in the chart above are used to generate a numeric value for each category of Next-Generation Learners — Achievement, Gap, Growth, College/Career Readiness and Graduation Rate. The value for each category is weighted to create a final overall score for Next-Generation Learners. The following table illustrates the weights.

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

A standard setting process will establish the cut scores to classify a school or district as Distinguished, Proficient, Needs Improvement or Persistently Low-Achieving (PLA). Cut scores are the numeric values where schools or districts enter or exit the classifications. Note: The PLA designation identifies the lowest five percent as required by federal and state statute and regulation.

**Achievement Calculation:** For each content area, one point is awarded for each percent of students scoring proficient or distinguished. One-half point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.

KBE directed that a bonus for distinguished be added that does not mask or overcompensate for novice performance. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

**Gap Calculation:** Kentucky's goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group — an aggregate count of student groups that have historically had achievement gaps. Student groups combined include ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency that score at proficient or higher.

#### Non-duplicated Counts

To calculate the combined student Gap Group, **non-duplicated counts** of students who score proficient or higher and are in the student groups would be summed. This will yield a single gap number of proficient or higher students in the Student Gap Group, with no student counting more than one time, and all students in included groups being counted once. The following is an example of how non-duplicated counts work.

Student 1: Donatello— African American, Free/Reduced-Price Meals (SCORED PROFICIENT)

Student 2: Ricky—White, Free/Reduced Lunch, Special Education

Student 3: Enrique —Limited English Proficient, Free/Reduced-Price Meals

Student 4: Michelle – Free/Reduced Lunch (SCORED PROFICIENT)

Student 5: Marco – Limited English Proficient, Free/Reduced-Price Meals and Special Education

If the five students above were counted in each of the student groups to which they belong, there would be three proficient students and eight not-proficient students in the calculation. With the exception of Student 4: Michelle, this is a double or triple counting of each individual student. This counting method would yield 27 percent proficient. A non-duplicated count would show five total students with two (Donatello and Michelle) as proficient or higher and yield 40 percent proficient.

#### Non-duplicated Gap Group Performance Reported

The percent of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually. The "N" count (number of students reported) is based on total school population, not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups.

While all individual groups will be disaggregated and reported, the Gap category of the accountability model will include only the percent of students in the combined Non-Duplicated Gap Group scoring at proficient and distinguished levels. See the example below.

DEMOGRAPHIC GROUP	READING 2009 STUDENT COUNT	READING 2009 PERCENT (PROFICIENT + DISTINGUISHED)	READING 2010 STUDENT COUNT	READING 2010 PERCENT (PROFICIENT + DISTINGUISHED)
<b>Non-Duplicated Gap Group*</b>	<b>279</b>	<b>36.20</b>	<b>279</b>	<b>35.13</b>
*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
<b>Other Groups Report</b>				
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.

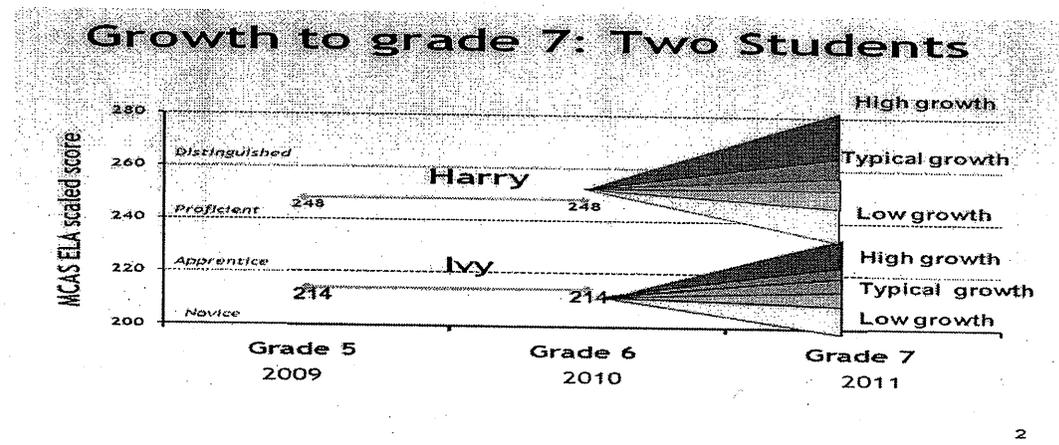
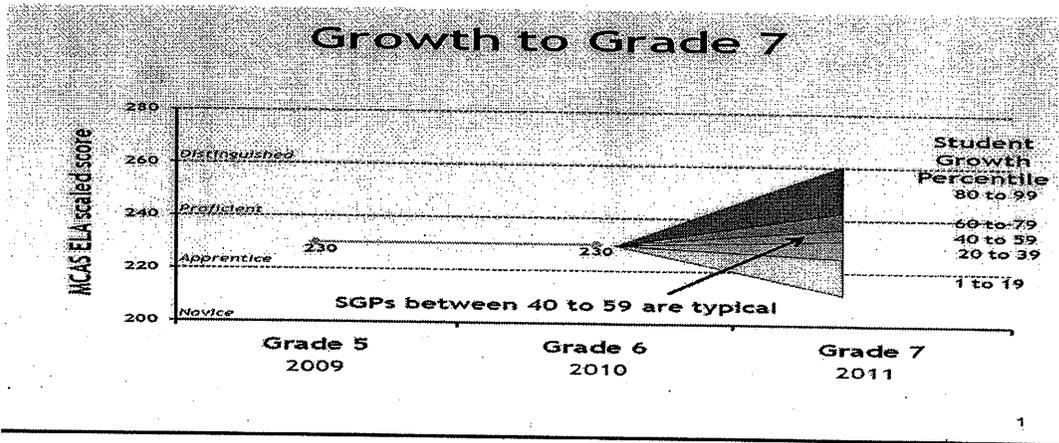
All schools with gap groups underperforming in the third standard deviation (commonly called 3 Sigma) will face state consequences. Schools in the Distinguished, Proficient and Needs Improvement categories can be flagged for the state consequences for underperforming individual gap groups. The Kentucky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

*Standard Setting* →

School/District Classifications
Distinguished
Proficient
Needs Improvement

The standard-setting process will establish the goals and cut scores or point totals that determine school and district placement in one of three classifications (Distinguished, Proficient or Needs Improvement). The standard-setting process will occur after data is available from the first administration of the new state-required assessments outlined in Senate Bill 1.

**Assessments and Alignment to College Readiness**

The capstone assessment for all Kentucky students is the ACT test given to juniors. The ACT provides an extremely strong research-based prediction of college readiness. This college-ready indicator plays a major part of Kentucky’s College/Career Readiness indicator. The ACT PLAN test, given to all 10th-grade students in Kentucky, provides a direct connection from its scores to a predicted ACT score, thus linking early high school work to college readiness.

Kentucky will begin using the ACT QualityCore® End-of-Course (EOC) Assessments and writing on-demand tests in 2011-12, creating an additional connection between the score on the high school EOC tests and ACT. Each QualityCore® EOC Assessment provides predictions to either a PLAN or ACT score, thus making the entire high school system aligned to college readiness. Common Core Standards are reflected in ACT, the ACT PLAN and the QualityCore® End-of-Course Assessments.

The summative assessments in grades 3-8 are being developed based on Common Core Standards. Common Core Standards were written to have incrementally increasing levels of rigor and alignment with college readiness standards.

Kentucky has contracted with the National Center for Educational Achievement (NCEA), which will conduct a linking study between the ACT EXPLORE test and the grades 3-8 Kentucky tests. This study will provide Kentucky with a vertical connection from 3rd grade to college readiness. By using the linking study, Kentucky will be able to tell, as early as 3rd grade, if a student is on track to the college-ready benchmark on the 8th grade ACT EXPLORE, which connects to the 10th-grade PLAN, which connects to the ACT, which connects to college readiness. Kentucky's entire assessment system will be linked to college readiness. Kentucky's intent is use the study to set cut scores for state assessments at a level so that proficiency for school performance equates with on-track to college- and/or career-ready high school graduation. All students will be expected to meet the college-ready benchmarks.

**Overall Score and Other Accountability Provisions**

A new regulation, 703 KAR 5:220, School and District Accountability Recognition, Support and Consequences, was passed by the Kentucky Board of Education at its August 4 meeting. This regulation deals with an overall score that will be assigned to each school/district once the three components of Unbridled Learning: College- and/or Career-Ready for All (Next-Generation Learners, Next-Generation Instructional Programs and Support, and Next-Generation Professionals) are developed.

This combined score will be compiled by weighting the three components in the following manner:

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

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

**Overall Score Phase-In**

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

## NCLB Waiver Application

In November 2011, the Kentucky Department of Education will submit a waiver model to be used for NCLB purposes to the U.S. Department of Education. Kentucky's waiver model, if approved, would replace the current NCLB model. Features of the proposed model are discussed below.

### Annual Measurable Objective (AMO)

The Overall Score of Kentucky's Unbridled Learning: College-and Career-Ready For All would be the number used to compute the AMO. Each school/districts would have one AMO goal: improvement of the Overall Score. Adequate Yearly Progress (AYP) would be defined as making the AMO.

The goal of the AMO would be set in the following manner. For each level (elementary, middle, and high), the Overall Score for all schools/districts would be averaged and a standard deviation would be computed. For schools below the Proficient cut point, the annual AMO goal would require an increase of the school/district Overall Score by 1/5 of a standard deviation. In a five-year period, the goal would be to move each school/district up one full standard deviation from the individual starting point. For schools above the Proficient cut point, the AMO would be half of the goal set for schools under the Proficient line.

Until all three components of the Unbridled Learning: College- and Career-Ready For All system are phased in to the model, annual baselines and goals will be set on the current components. In 2011-12, the Next-Generation Learner component will be the only score used. The distribution for Overall Scores will be calculated to locate the 70th percentile (Proficient) and the 90th percentile (Distinguished).

Once all three components are operational in 2013-14, the distribution will be re-calculated to locate the 70th percentile (Proficient) and the 90th percentile (Distinguished). The raw score associated with these cut points will then be locked in for a five-year period. By locking the goal lines, all schools will be allowed to have a consistent five-year goal that will not change.

At the end of the five-year period, the distribution will be recalculated and a new set of cut points will be determined. Then, those cuts will be locked for a five-year period. Schools are not faced with an annual redistribution of scores, but have a solid goal to work toward. The goal of the model is for all schools to continually improve.

### Classifications

There would be four classifications of schools and districts that determine recognition or support:

- Distinguished – schools and districts scoring at the 90th percentile or higher
- Proficient – schools and districts scoring at the 70th percentile or higher
- Progressing – Schools and districts making their AMO goal
- Needs Improvement – Schools and districts falling below the 70th percentile and not making their AMO goals

The classifications for recognition and support are included as a part of 703 KAR 5:220, Categories for Recognition, Support and Consequences, which was originally approved by the Kentucky Board of

Education in August 2011; however, the regulation will be undergoing further revisions to comply with the NCLB waiver requirements, with final approval by the board scheduled for December 2011.

## Recognition and Support Categories

Schools and districts will be placed in categories for either recognition or support based on the following:

### *Recognition Categories*

#### Highest-Performing

- Kentucky Highest-Performing Schools or Districts of High Distinction shall include Kentucky's Highest Performing Schools or Districts that score within the top 5% on the Overall Score and have received school or district accreditation.
- Kentucky Highest Performing Schools or Districts shall include shall include the top 10% of elementary, middle and high schools or districts that are classified as Distinguished based on their Overall Scores.

#### High Progress

High Progress Schools or Districts are those that attain an improvement score indicating the school or district is in the top 10% of improvement of elementary schools, middle schools, high schools or districts as determined by the difference in the two most recent calculations of the Overall Score.

### *Support Categories*

#### Priority Schools and Districts

- Priority Schools are the ones that have been designated as persistently lowest-achieving schools pursuant to Kentucky state law, KRS 160.346.
- Priority Districts are those districts that have an Overall Score in the bottom 5% for all districts that have failed to make AYP for the last two consecutive years.

In order to exit the Priority status, the school or district must meet AMO/AYP goals for two consecutive years and must no longer be identified by the applicable percent calculation of being in the lowest 5%.

#### Focus Schools and Districts

To determine Focus Schools:

- The Student Gap Group Score will be ranked for all schools in the state. The lowest 10% of the student group gap scores by level will be called Focus Schools if the schools have also missed AYP for the past two years. The list will identify the lowest 10% of the Title I schools and the lowest 10% of all schools, regardless of Title I status; or

- Kentucky recognizes the importance of individual gap groups; therefore, individual group data is not lost in the model. All schools with individual gap groups underperforming in the third standard deviation below the mean (called Third Standard Deviation Model) will be called Focus Schools if they missed AYP for the last two years. The calculation is done by comparing each individual gap group to the average of all students in the state. Any school with an individual gap group falling in the third standard deviation below the mean will be a Focus School; or
- Any high school having a graduation rate below 60% for two years in a row will be a Focus School.

In order to exit the Focus Schools category, the student gap group would need to meet its AYP goal for two years in a row and be above the lowest 10% category.

The criteria for Focus Districts are:

Focus Districts have a Student Achievement Gap Group Score in the bottom 10% of Student Gap Group Scores for all districts and have failed to make AYP for the last two years.

In order to exit the Focus Districts category, districts also would need to have the student gap group meet the AYP goal for two years in a row and be above the lowest 10% category.

## **Resulting Activities for Recognition and Support**

### *Recognition*

703 KAR 5:220, Categories for Recognition, Support and Consequences describes the rewards or recognition schools and districts are eligible to receive as follows:

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

### *Supports/Consequences*

The supports and consequences to which each category of schools/districts is subject also are specified in 703 KAR 5:220, Categories for Recognition, Support and Consequences. One thread running through the entirety of the support process is the requirement to revise the Comprehensive School or District Improvement Plan (CSIP, CDIP) to more fully address the areas of concern identified through the assessment data that resulted in their placement in a support category. While the process that is being undertaken is similar for each category, the resulting support will be tailored to the issue that caused their identification – achievement or gap.

The initial step in the accountability process is notification by the commissioner of education to schools/districts of their placement in a support category. Within 90 days, each identified

school/district must review and revise their CSIP/CDIP and post it on the school or district website, whichever is appropriate.

In Priority Schools, the commissioner will determine school leadership capacity to lead a turnaround effort based upon findings and recommendations included in a leadership assessment, including whether to waive removal of the principal. The school leadership must select and implement one of the four intervention options of external management, restaffing (turnaround), school closure or transformation, and the school must document meaningful family and community involvement in selecting the intervention strategies that will be included in the revised CSIP. After two years of identification, the school must obtain Kentucky Department of Education (KDE) approval for its plan, and after the third year, the school must accept additional consequences as described below.

As they begin the review of the CSIP/CDIP, both Priority and Focus Schools/Districts must complete a needs assessment using a variety of sources including a measure of teaching and learning conditions. Focus (Achievement Gap) Schools/Districts must also inform their plans' revisions using guidance from the Commissioner's Raising Achievement/Closing Gaps Council. Priority Schools must obtain meaningful family and community involvement in selecting the intervention strategies.

The revised CSIP/CDIPs for all schools in a support category must contain a number of common elements:

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

In addition, Focus (Achievement Gap) Schools/Districts must also add *specific strategies to address within-school gaps* as an element.

### *Continuing Support/Consequences*

If Priority Schools/Districts are identified for the second or more consecutive year, they will be required to revise the plan as indicated above and submit it to the KDE for approval. If they are identified the third or more consecutive time, they must:

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

If Focus (Achievement Gap) Schools/Districts remain in the Focus category and do not make AYP/AMO for three consecutive compilations of an Overall Score, they must revise the CSIP/CDIP as required for Kentucky Priority Schools/Districts, submit it for approval by KDE and post it on the appropriate website. If this occurs for a fourth time, they must, in addition to the above:

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

### *Summary of Support/Consequences*

A summary of the primary differences between the support/consequences for Focus and Priority Schools/Districts are as follows:

#### **In Priority Schools:**

- The commissioner will determine school leadership capacity to lead a turnaround effort based upon findings and recommendations included in a leadership assessment, including whether to waive removal of the principal.
- The school leadership must select and implement one of the four intervention options.
- The school must document meaningful family and community involvement in selecting the intervention strategies that will be included in the revised CSIP.
- After two years of identification, the school must obtain KDE approval for its plan.
- After the third year, the school must accept additional consequences as described above in the *Continuing Support/Consequences* section.

#### **In Focus Schools:**

- The school must use guidance from the Commissioner's Raising Achievement/Closing Gaps Council to revise its CSIP.
- The school must include specific strategies in the CSIP to address within-school gaps.
- After three years of identification, the school must obtain KDE approval for its plan.
- After the fourth year, the school must accept additional consequences as described above in the *Continuing Support/Consequences* section. No requirement exists for Focus Schools to select an intervention option, and no automatic requirement for a change in leadership exists.

#### **In Priority Districts:**

- In the CDIP, the districts are not required to address school-specific strategies related to school safety and non-academic factors and design of the school calendar.
- After two years of identification, the district must obtain KDE approval for its plan.
- After the third year, the district must accept additional consequences as described above in the *Continuing Support/Consequences* section.

#### **In Focus Districts:**

- After three years of identification, the district must obtain KDE approval for its plan.
- After the fourth year, the district must accept additional consequences as described above in the *Continuing Support/Consequences* section.