



Kentucky Department of Education

SBDM Council Achievement Gap Resource Booklet

Contents

	PAGE
Glossary Specific for Closing Achievement Gaps	2
KRS 158.649	4
703 KAR 5:225 Section 9	6
Unbridled Learning Summary	8
Bibliography	9



Glossary Specific to Closing Achievement Gaps

Achievement Gap: a substantive performance difference on each of the tested areas by grade level of the state assessment program between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free and reduced-price meals.

American College Test (ACT): a comprehensive system for collecting and reporting information about students planning to enter postsecondary education consisting of four major components: Tests of Educational Development; Course/Grade Information Section; Student Profile Section (SPS); & The ACT Interest Inventory.

College & Career Readiness (CCR): a unified strategy developed in collaboration between the Kentucky Council on Postsecondary Education (CPE), the Kentucky Board of Education (KBE) and the Kentucky Department of Education (KDE); the strategy's goal is to reduce college remediation rates of high school graduates by at least 50 percent by 2014 and to increase the college completion rates of students enrolled in one or more remedial classes by three percent annually from 2009 to 2014.

Comprehensive District Improvement Plan (CDIP): a plan developed by the school district with the input of families, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

Comprehensive School Improvement plan (CSIP): a plan developed by the school council with the input of families, faculty and staff, based on a review of relevant data that include targets, strategies, activities and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

Focus Districts: school districts that have a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap group scores for all districts and that have failed to meet the annual measureable objective (AMO) for the last two consecutive years.

Focus Schools: schools that have a non-duplicated student gap group score in the bottom of non-duplicated student gap groups scores for all elementary, middle and high schools that have failed to meet the AMO for the last two consecutive years; schools with an individual student performance group within assessment grades by level with a score in the third standard deviation below the state average for all students; or high schools that have a graduation rate that has been less than 60 percent for two consecutive years.

High-Progress Districts: school districts with an improvement score indicating the district is in the top ten percent of improvement of all districts as determined by the difference in the two most recent calculations of the overall score.

High-Progress Schools: Title I schools that have an improvement score indicating the schools are in the top ten percent of improvement of all Title I elementary, middle or high schools as determined by the difference in the two most recent calculations of the Overall Score and non-Title I schools that have an improvement score indicating the schools are in the top ten percent of improvement of all non-Title I elementary, middle or high schools as determined by the difference in the two most recent calculations of the overall score.

Highest Performing Districts: school districts that score at the 90th percentile or higher on the Overall Score; districts cannot qualify as highest-performing if any schools in the district are categorized as Focus Schools or Priority Schools.

Highest Performing Schools: elementary, middle or high school levels that score at the 90th percentile or higher on the overall score.

Next-Generation Instructional Programs and Supports: a component of the statewide accountability system based on reviews of instructional programs.

Next-Generation Learners: a component of the statewide accountability system based on student data.

Next-Generation Professionals: a component of the statewide accountability system based on teacher and administrator data.

Next-Generation Schools and Districts: a component of the statewide accountability system that reports performance data for schools and districts.

Non-Duplicated Student Gap Group Score: an aggregate, non-duplicated count of achievement scores of student groups that include African/American, Hispanic, American Indian, limited English proficiency, students in poverty based on qualification for free and reduced-price meals, and students with disabilities who have Individualized Education Plans (IEPs).

Participation Rate: the percent of students in the school or district that participate in annual statewide assessments and the percent of all groups of students in the school or district that participate in annual statewide assessments.

Priority Districts: school districts that have an overall score in the bottom five percent of overall scores for all districts that have failed to meet the AMO for the last three consecutive years.

Priority Schools: schools that have been identified as “persistently low-achieving” (PLA) as defined by KRS 160.346.

Progressing: a designation attached to a school or district’s classification as proficient, distinguished or needs improvement to indicate that the school has met its AMO, student participation rate for the all students group and each subgroup, and graduation rate goal.

158.649 Achievement gaps -- Data on student performance -- Policy for reviewing academic performance -- Student achievement targets -- Reporting requirements -- Review and revision of improvement plan.

- (1) "Achievement gap" means a substantive performance difference on each of the tested areas by grade level of the state assessment program between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.
- (2) By November 1 of each year, the Department of Education shall provide each school council, or the principal if a school council does not exist, data on its students' performance as shown by the state assessment program described in KRS 158.6453. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, English proficiency, and participation in the federal free and reduced price lunch program. The information from the department shall include an equity analysis that shall identify the substantive differences among the various groups of students identified in subsection (1) of this section. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be no later than seventy-five (75) days following the first day the assessment can be administered.
- (3) Each local board of education upon the recommendation of the local district superintendent shall adopt a policy for reviewing the academic performance on the state assessments required under KRS 158.6453 for various groups of students, including major racial groups, gender, disability, free and reduced price school lunch eligibility, and limited English proficiency. The local board policy shall be consistent with Kentucky Board of Education administrative regulations. Upon agreement of the school-based decision making council, or the principal if there is not a council, and the superintendent, the local board shall establish a biennial target for each school for reducing identified gaps in achievement as set out in subsection (4) of this section.
- (4) By February 1, 2003, and each February 1 in odd-numbered years thereafter, the school-based decision making council, or the principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's biennial targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the biennial targets before they are submitted to the local board of education for adoption. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year.
- (5) By April 1, 2003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to

eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

- (a) Curriculum alignment within the school and with schools that send or receive the school's students;
- (b) Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
- (c) Professional development to address the goals of the plan;
- (d) Parental communication and involvement;
- (e) Attendance improvement and dropout prevention; and
- (f) Technical assistance that will be accessed.

Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year.

- (6) The principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review, in the public meeting required under KRS 160.340.
- (7) Based on the disaggregated assessment results, the local board shall determine if each school achieved its targets for each group of students. Only data for a group of students including ten (10) or more students shall be considered.
- (8) Notwithstanding KRS 160.345(8) and 158.070(9), if a local board determines that a school has not met its target to reduce the identified gap in student achievement for a group of students, the local board shall require the council, or the principal if no council exists, to submit its revisions to the school improvement plan describing the use of professional development funds and funds allocated for continuing education to reduce the school's achievement gap for review and approval by the superintendent. The plan shall address how the school will meet the academic needs of the students in the various groups identified in subsection (1) of this section.
- (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The school's improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.
- (10) The school-based decision making council, or the principal if there is not a council, shall no longer be required to seek approval of the plan under subsections (8) and (9) of this section when it meets its biennial target for reducing the gap in student achievement for the various groups of students identified in subsection (1) of this section.

Effective: April 13, 2010

History: Amended 2010 Ky. Acts ch. 146, sec. 3, effective April 13, 2010. -- Amended 2009 Ky. Acts ch. 101, sec. 7, effective March 25, 2009. -- Created 2002 Ky. Acts ch. 302, sec. 1, effective July 15, 2002.

Comprehensive School and District Improvement Plan Process

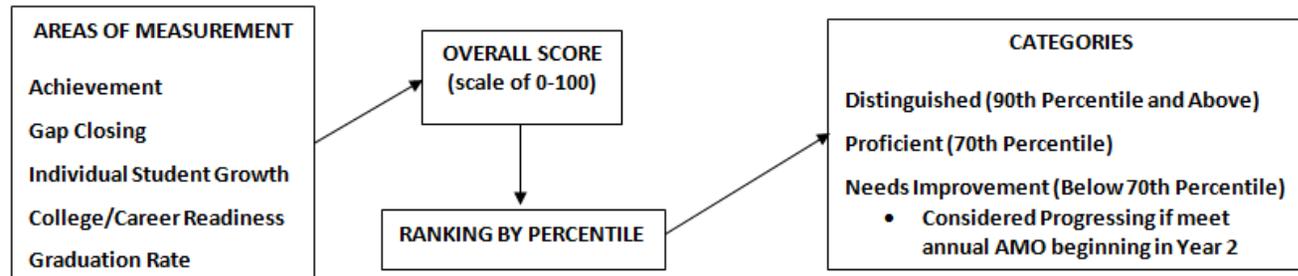
- (1) All schools and districts shall annually develop, review, and revise a comprehensive school or district improvement plan.
- (2) The structure of school and district comprehensive improvement plans shall include:
 - a. Executive summary that shall include a vision and a mission;
 - b. Needs assessment that shall include:
 1. A description of the data reviewed and the process used to develop the needs assessment;
 2. A review of the previous plan and its implementation to inform development of the new plan; and
 3. Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions;
 - c. Process for development that shall include:
 1. Analysis of data to determine causes and contributing factors;
 2. Prioritization of needs; and
 3. Development of goals, objectives, strategies, and activities based on the needs assessment and root cause analysis, that shall include targets or measures of success, timelines, persons responsible, a budget that includes resources needed and source of funding, and a process for meaningful stakeholder communications and input;
 - d. A set of assurances, approved by and on file with the local board of education, with a signed declaration by the superintendent that all schools in the district are in compliance with the requirements of the statutes and regulations included in those assurances; and
 - e. A process for annual review and revision by the school or district.
- (3) Continuous improvement and capacity building shall drive the development of the plan.
- (4) Other required components in the process shall include:
 - a. A standards-based process for measuring organizational effectiveness that shall include purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement;
 - b. A data driven self-evaluation based on the standards, including a means to gather meaningful stakeholder input;
 - c. A written improvement plan based on the issues identified in the self-evaluation;
 - d. A set of assurances that includes a determination of compliance with each assurance and the ability to upload any supporting documentation needed;
 - e. Electronic submission of all elements of the plan
 - f. Monitoring implementation of the plan through implementation and impact checks; and
 - g. Evaluation of the effectiveness based on the strategies and activities in the plan.
- (5) CSIPs shall also include the elements required of schools by KRS 158.649(5).
- (6) CSIPs and CDIPs for Priority and Focus Schools and Districts shall also address the following:
 - a. Curriculum alignment for schools within the district and within individual school(s), ensuring the instructional program is research-based, is rigorous, is aligned with the Kentucky Core Academic Standards as described in 704 KAR 3:303, and is

based on student needs, if a Priority District, Priority School, Focus District, or Focus School;

- b. Provision of time for collaboration on the use of data to inform evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work, if a Priority or Focus School;
 - c. Activities to target the underperforming areas of achievement, gap, growth, college and career readiness, or graduation rate, if a Priority District, Priority School, Focus District, or Focus School;
 - d. Activities to target demonstrators of weakness in program reviews, if a Priority District, Priority School, Focus District, or Focus School;
 - e. Activities to target areas of need identified in teacher and leader effectiveness measures, if a Priority District, Priority School, Focus District, or Focus School;
 - f. School safety, discipline strategies, and other non-academic factors that impact student achievement, such as students' social, emotional, and health needs, if a Priority or Focus School;
 - g. Design of the school day, week, or year to include additional time for student learning and teacher collaboration, if a Priority or Focus School;
 - h. Specific strategies to address gaps in achievement and graduation rates between the highest-achieving student performance group and the lowest-achieving student performance group, if a Focus School or District; and
 - i. Short-term, monthly plans for the first ninety (90) days of implementation, and the establishment of teacher turnaround teams with intensive year-round training focused on teacher effectiveness and school improvement in the professional development component of its plan, if a Priority School.
- (7) Priority and Focus Districts shall use a variety of relevant sources that shall include perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions to inform the needs assessment required by the CDIP. Districts containing Priority and Focus Schools shall assist those schools in using these data to inform the needs assessment required by the CSIP.
- (8) The Commissioner's Raising Achievement and Closing Gaps Council and the Commissioner's Parents Advisory Council shall provide guidance to Focus Schools and Districts as they conduct their needs assessments and revise their CSIPs and CDIPs.
- (9) Priority Schools shall document meaningful family and community involvement in selecting the intervention strategies that shall be included in the revised CSIP.
- (10) The CDIPs for districts with Priority and Focus Schools shall include the support to be provided to Priority and Focus Schools by the district. The Priority and Focus Schools' CSIPs shall include the support that will be provided by the district to the schools.
- (11) The CDIP for both Priority and Focus Districts shall be posted to the district website and the CSIPs for both Priority and Focus Schools shall be posted to the appropriate school website.

Unbridled Learning Summary

KENTUCKY'S PUBLIC SCHOOL/DISTRICT UNBRIDLED LEARNING: COLLEGE/CAREER-READY FOR ALL ACCOUNTABILITY MODEL



Recognition Categories

- **Schools/Districts of Distinction** (highest-performing elementary, middle and high schools or districts – those with overall scores at the 95th percentile or higher)
- **Highest-Performing Schools/Districts** (elementary, middle and high schools or districts with overall scores at the 90th percentile or higher)
- **High-Progress Schools/Districts** (Title I and non-Title I schools showing the highest progress, as compared to their peers (top 10% of improvement), and districts showing the highest progress, as compared to their peers (top 10% of improvement); Applied in Year 2 of the model because must have two years of data)

NCLB Consequence Categories

- **Focus Schools** (schools with the lowest achievement gap scores statewide (bottom 10%) and failing to make AMO for two consecutive years; high schools with graduation rates below 60 percent for two consecutive years; and schools with low scores among individual student gap groups)
- **Focus Districts** (districts that have a gap group score in the bottom 10 percent of gap group scores for all districts)
- **Priority Schools** (41 currently; formerly known as Persistently Low-Achieving or PLA; must be identified as defined by the education recovery processes of KRS 160.346)
- **Priority Districts** (districts that have an overall score in the bottom five percent for all districts that have failed to make their AMO goals for three consecutive years)

Support/Recognition for Schools/Districts

- **All Schools/Districts:** Regulations approved by the Kentucky Board of Education indicate that all schools/districts are to annually develop, review and revise a Comprehensive School or District Improvement Plan (CSIP or CDIP). The state planning tool is provided to assist in plan development.
- **Schools/Districts of Distinction; Highest-Performing Schools/Districts; High-Progress Schools/Districts:** These schools/districts will receive recognition of achievements, such as Web logos and other promotional materials. Subject to availability of funds, financial rewards may be applied in conjunction with other recognition activities. They also will serve as models for lower-performing schools/districts.
- **Focus Schools/Districts and Priority Schools/Districts:** Initial identification – Revise CSIPs or CDIPs to address area of weakness causing identification, gap (Focus Schools/Districts) or achievement (Priority Schools/Districts) and post on appropriate website. Use state planning tool and address delivery plan goals. Submit CSIPs for collaboration and approval by the superintendent and reflect what supports are to be provided by district. For CDIPs, indicate what supports the district will provide to schools. For Focus School and District plans, use guidance from the Commissioner's Raising Achievement/Closing Gaps Council and the Commissioner's Parents Advisory Council to write needs assessments and revise improvement plans. For Priority School and District plans, adhere to the help and consequences outlined in KRS 160.346 and 703 KAR 5:180. Second or more consecutive identification for Priority School/District or Focus School/District remaining in category and not making AMO for three consecutive times – Follow all previously outlined requirements found above with addition that CSIP or CDIP is also submitted to KDE for approval. Third or more consecutive identification for Priority School/District or Focus School/District not making AMO for four consecutive times – Follow all previously outlined requirements plus participate in set of improvement strategies outlined by state accreditation process, be assigned a high-achieving partner district as mentor if directed by KDE and accept ongoing assistance as assigned or approved by KDE.

Bibliography

- Adams, M., Bell, L., Griffin, P. (2007). Teaching for diversity and social justice: A sourcebook 2nd ed. New York: Routledge.
- Armstrong, T. (2003). The multiple intelligences of reading and writing: Making the words come alive. Alexandria, VA: Association for Supervision and Curriculum Development.
- Benard, B. (2004). Resilience: What we have learned. San Francisco, CA: WestEd.
- Bernhardt, V. (2004). Data analysis for continuous school improvement. Larchmont, NY: Eye of Education.
- Darling-Hammond, L. (1997). The right to learn: A blueprint for creating schools that work. San Francisco, CA: Jossey-Bass.
- Farris, P., Fuhler, C., and Walther, M. (2004). Teaching reading: A balanced approach for today's classroom. Columbus, OH: McGraw-Hill Humanities/Social Sciences/Languages.
- Garcia, G. ed. (2003). English learners: Reaching the highest level of English literacy. Newark, DE: International Reading Association.
- Gay, G. (2000). Culturally responsive teaching: Theory, research and practice. New York: Teachers College Press.
- Henderson, A., Mapp, K., Johnson, V. and Davies, D. (2007). Beyond the bake sale: The essential guide to family-school partnerships. New York: The New Press.
- Kentucky Department of Education. (2007). The Missing Piece of the Proficiency Puzzle. Final report to the Kentucky Department of Education's Commissioner's Parent Advisory Council.
(<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/the+missing+piece+of+the+proficiency+puzzle>)
- Kugler, E. (2002). Debunking the middle-class myth: Why diverse schools are good for all kids. Lanham, MD: Scarecrow Press, Inc.
- Mapp, K and Henderson, A. (2003). A new wave of evidence: The impact of school, family and community connections of student achievement. Austin, TX: southwest Educational Development Laboratory.
- Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.
- McCook, J. (2006). The RTI guide: Developing and implementing a model in your schools. Horsham, PA: LRP Publications.
- Menkart, D., Murray, A. and View, J. (2004). Putting the movement back into civil rights teaching. Washington, DC: Teaching for Change.
- Middleton, K. and Petitt, E. (2007). Who cares? Improving public schools through relationships and customer service. Tucson, AZ: Wheatmark.

- Perry, T., Steele, C. and Hilliard, A. (2003). *Young, gifted and black: Promoting high achievement among African-American students*. Boston: Beacon Press.
- Pipher, M. (2002). *The middle of everywhere: The world's refugees come to our town*. Orlando, FL: Harcourt.
- Ralabate, P. (2003). *Meeting the challenge: special education tools that work for all kids*. Washington, DC: National Education Association.
- Schmoker, M. (1999). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Senge, P. et al (2000). *Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education*. New York: Doubleday/Currency.
- Thompson, G. (2003). *What African-American parents want educators to know*. Westport, CT: Praeger Publishers.
- Whitaker, T. (2003). *What great principals do differently: Fifteen things that matter most*. Larchmont, NY: Eye on Education.
- Wilson, B. and Corbett, D. (2001). *Listening to urban kids: School reform and the teachers they want*. New York: SUNY Press.
- Wong, H. and Wong, R. (1997). *First days of school*. Mountain View, CA: Harry K. Wong Publications.