



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

Beginning in 2009, 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 KBE 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 5:222 (specifics on an overall accountability score and recognition, support and consequences). 703 KAR 5:222 came back to the board in February 2012 for further revision to align it with the requirements of the Elementary and Secondary Education Act (ESEA) waiver request. A definition for career readiness was also approved. Due to technical issues found in the regulation when it was filed with the Legislative Research Commission, the number of 703 KAR 5:222 was changed to 703 KAR 5:225 and another public hearing was held that resulted in further changes to the regulatory language. The board approved those changes in June 2012.

A BALANCED APPROACH

Senate Bill 1 (2009 Kentucky General Assembly) required 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 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

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 for accountability purposes 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**

The 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 FOR ACCOUNTABILITY

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

Note: An additional designation attached to a school’s classification as Distinguished, Proficient or Needs Improvement called “Progressing” exists for any school that meets its AMO/AYP goal, the 95% student participation rate goal and graduation rate goal.

Performance Measures for Next-Generation Learners

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

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

*AFGR is Averaged Freshman Graduation Rate.

** Four end-of-course exams were implemented in 2011-12, 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 or Needs Improvement. Cut scores are the numeric values where schools or districts enter or exit the classifications.

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.

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

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

Non-Duplicated Counts

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

- Student 1: Donatello – African American, Free/Reduced-Price Meals (SCORED PROFICIENT)
- Student 2: Ricky – White, Free/Reduced Lunch, Special Education
- Student 3: Enrique – Limited English Proficient, Free/Reduced-Price Meals
- Student 4: Michelle – Free/Reduced Lunch (SCORED PROFICIENT)
- Student 5: Marco – Limited English Proficient, Free/Reduced-Price Meals and Special Education

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

Non-Duplicated Gap Group Performance Reported

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

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

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

Individual Gap Groups will not be lost in the new model: The Kentucky Department of Education recognizes the issue of potential masking of individual gap group scores even though all gap groups will be reported. To address this issue, a section has been added to another regulation (703 KAR 5:225, School and District Accountability, Recognition, Support and Consequences) that requires KDE to identify all individual gap groups that perform below the average of all students by the second and third standard deviation.

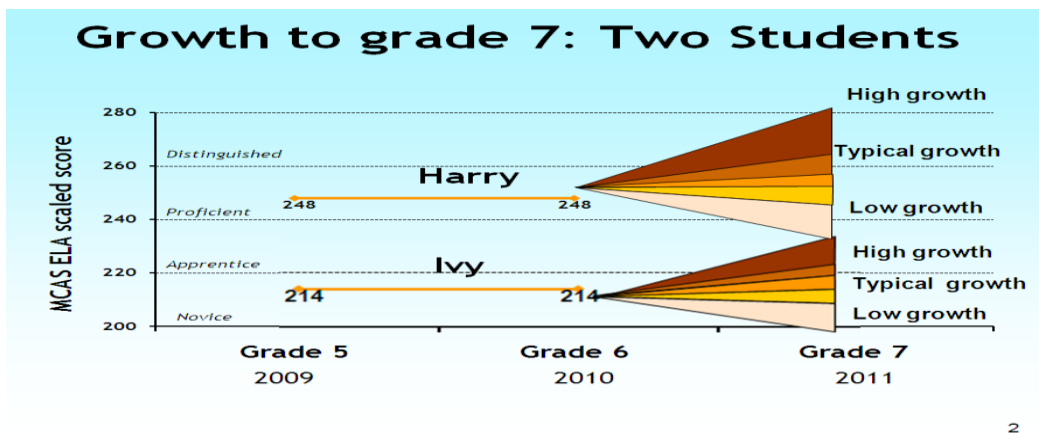
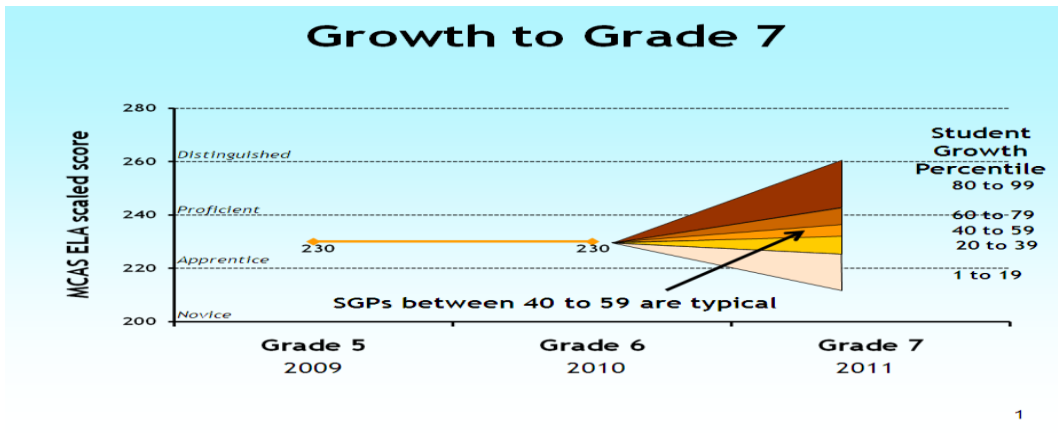
All schools with gap groups underperforming in the third standard deviation (commonly called 3 Sigma) will face state consequences. Schools in the Distinguished, Proficient and Needs Improvement categories can be flagged for the state consequences for underperforming individual gap groups. The Kentucky 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 that show typical or high rates of growth. The scale for growth would be determined at equal intervals. For elementary and middle schools, the calculation is completed for reading and mathematics where annual testing occurs (grades 3-8). Schools receive one point for each percent of students that show typical or high growth.

At high school, the same model of awarding points for student performance along a scale was discussed. Points are awarded for percentage of students showing growth when comparing student performance on PLAN (grade 10) compared to ACT (grade 11). The PLAN and ACT composite scores in reading and mathematics are used for comparison.

The growth calculation uses a Student Growth Percentile. It compares an individual student's score to the student's academic peers. Following are two growth samples modified from the Massachusetts Department of Education, where this method for measuring student growth is used.

GROWTH SAMPLES



College/Career Readiness Rate Calculation: A readiness percentage is calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of career academic and technical benchmarks. Kentucky provided a first look at College/Career Readiness in September 2010, and a revised report format was used in September 2011.

College/Career Readiness (2011 state report)

Number of graduates (Includes only graduates matched to College/Career data)	Indicators of Readiness*			Non-Duplicated Total**	Percentage of students college and/or career ready without the bonus points	Bonus***	Accountability Score with Bonus
	Number of Students Meeting each indicator (Includes duplicates)					Half point for graduates meeting College Ready AND Career Ready Technical benchmarks	
	College Ready - Number of graduates meeting CPE System-wide Benchmarks on the ACT	College Ready- Number of graduates meeting college placement test benchmarks	Career Ready - Number of graduates meeting career ready benchmarks	Number of graduates College and/or Career Ready			
41,784	14,021	1,035	1,142	15,746	38%	1710.5	42

* The College Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test (COMPASS or KYOTE). The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic (ASVAB or ACT WorkKeys) and Career-Ready Technical (KOSSA or received an Industry-Recognized Career Certificate). Graduates that have met both college-ready and career-ready benchmarks are included in each respective column, which could result in the same student being counted in multiple columns.

**This total includes only individual graduates (non-duplicated). These graduates could have met both college-ready and career-ready benchmarks. This is not a total of the college-ready and career-ready columns.

***Half-point bonus for graduates meeting College-Ready (ACT or COMPASS or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certificates).

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

While reporting will continue to show an improvement goal, the percentage of students demonstrating readiness (i.e., Readiness Rate) will be included in Next-Generation Learners. In the report above, this is the value in the Accountability Score with Bonus column.

For the middle school level, college readiness is based on student performance on the EXPLORE assessment administered at Grade 8. The percent of students meeting the ACT-established benchmarks for EXPLORE in reading (15), English (13) and mathematics (17) will be reported. The percent of students meeting the benchmark in each content area is averaged to generate a middle school college readiness percentage.

Graduation Rate Point Calculation: A graduation rate for each school and district will be reported annually in Next-Generation Learners.

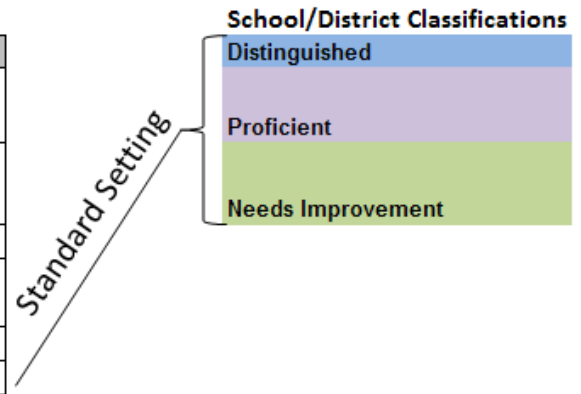
Additional reporting of graduation rates may occur to meet federal statutes and regulations.

Overall Score Reporting for Next-Generation Learners: The high school example below displays scores for each category of Next-Generation Learners. The Kentucky Board of Education approved that students enrolled for a full academic year (100 instructional days) shall be included in the calculations for Achievement, Gap, Individual Student Growth and Readiness for College or Career for a school and district. For Graduation Rate, students enrolled and students earning diplomas shall be included in the calculations.

The weights (see page 4) for high school are equally distributed at 20 percent each for Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

Kentucky High School Sample

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



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

Assessments and Alignment to College Readiness

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

Kentucky began 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

703 KAR 5:225, School and District Accountability, Recognition, Support and Consequences was initially passed by the Kentucky Board of Education at its August 4, 2011 meeting and came back to the board in February 2012 to align its provisions with the ESEA waiver requirements. Due to technical issues found in the regulation when it was filed with the Legislative Research Commission, the name of 703 KAR 5:222 was changed to 703 KAR 5:225, and another public hearing was held that resulted in further changes to the regulatory language. The board approved those changes in June 2012. 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 Score
2011-12	Next-Generation Learners	100%
2012-13	Next-Generation Learners	77%
	Next-Generation Instructional Programs and Support	23%
2014-15	Next-Generation Learners	70%
	Next-Generation Instructional Programs and Support	20%
	Next-Generation Professionals (State Pilot 2013-14)	10%

ESEA Waiver

In November 2011, the Kentucky Department of Education submitted an ESEA waiver application to request flexibility from the provisions of the No Child Left Behind (NCLB) Act to the U.S. Department of Education. Kentucky's waiver model was approved on February 9, 2012 and replaces the previous NCLB model. Features of the approved model are discussed below:

Annual Measurable Objective (AMO)

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

The goal of the AMO will be set in the following manner. For each level (elementary, middle and high), the Overall Score for all schools/districts will be averaged, and a standard deviation will be computed. For schools below the Proficient cut point, the annual AMO goal will require an increase of the school/district Overall Score by 0.07 of a standard deviation. In a five-year period, the goal will be to move each school/district up approximately one-third of a full standard deviation from the individual starting point. For schools above the Proficient cut point, the AMO will be half of the goal set for schools under the Proficient line.

In order to make the AMO, the school/district will need to also meet a 95 percent student-tested participation rate and to meet its annual graduation goal. To set the graduation goal, a 2011 baseline for each school will be established. The distance from the school's baseline to a 98 percent goal will be calculated. The school's goal will be to decrease the distance from the baseline to 98 percent for the All Students group. For example, a school with a baseline of 70 has a distance of 28 points to the goal of 98. The school will need to move 2.5 points per year for 11 years to move its score from 70 to 98.

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 2014-15, the distribution will be re-calculated to locate the 70th percentile (Proficient) and the 90th percentile (Distinguished). The Overall 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 re-calculated, 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.

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 at the 95th percentile or higher on the Overall Score.
- Kentucky Highest Performing Schools or Districts shall include the top 10 percent of elementary, middle and high schools or districts that score above the 90th percentile on their Overall Scores.

(Note: These schools and districts also must meet their current year AMO/AYP goals (starting in 2012-13), student participation rate and graduation rate goal, and have a graduation rate above 60 percent for the prior two years.)

High-Progress

High-Progress Schools or Districts are those that attain an improvement score indicating the school or district is in the top 10 percent 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.

(Note: These schools and districts also must meet their current year AMO/AYP goals (starting in 2012-13), student participation rate and graduation goal; have a graduation rate above 60 percent for the prior two years; and have an improvement score indicating the schools are in the top 10 percent of improvement of either all Title I or all non-Title I elementary, middle or high schools or districts are in the top 10 percent of improvement of all districts.)

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 percent for all districts that have failed to make AYP for the last three consecutive years.

In order to exit Priority status, the school or district must meet AMO/AYP goals for three consecutive years, must no longer be identified by the applicable percent calculation of being in the lowest 5 percent and must be at or above a 70 percent graduation rate for three consecutive years.

Focus Schools and Districts

Three ways exist to become a Focus School:

- The Student Gap Group Score will be ranked for all schools in the state. The lowest 10 percent of the student group gap scores by level will be called Focus Schools. The list will identify the lowest 10 percent of the Title I schools and the lowest 10 percent of all schools, regardless of Title I status; or
- Kentucky recognizes the importance of individual gap groups; therefore, individual group data are not lost in the model. All schools with individual gap groups underperforming in the third standard deviation below the mean (called Third Standard Deviation Model) will be called Focus Schools. The calculation is done by comparing each individual gap group to the average of all students in the state. 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 percent for two years in a row will be a Focus School.

In order to exit the Focus Schools category, those schools in the non-duplicated student gap group category will need to be above the lowest 10 percent category, show improvement and meet their AMO/AYP goals for two consecutive years. Those Focus Schools in the third standard deviation category must have the individual subgroup that triggers the school's placement in the category rise above the third standard deviation cut score, show improvement and meet their AMO/AYP goals for two consecutive years. Those schools in the category due to graduation rate will have a graduation rate higher than 70 percent and meet their AMO/AYP goals for two consecutive years.

Focus Districts would have a Student Achievement Gap Group Score in the bottom 10 percent of Student Gap Group Scores for all districts.

In order to exit the Focus Districts category, districts would need to be above the lowest 10 percent category.

Additional Focus on Gaps

Kentucky also added a separate AMO for each individual gap group. The AMO will require schools to close the gap between the individual group's starting proficiency level and the score of 100 by 50 percent in five years. The AMO for individual groups will be reported and monitored through the Kentucky Board of Education's Delivery Plan system.

In summary, four accountability methods will be used to reduce the achievement gaps in Kentucky:

- Student Gap Group within the Next-Generation Learner component
- lowest 10 percent of the Student Gap Group
- Third Standard Deviation Model focusing on individual groups
- AMO Gap Goals for each individual group

Resulting Activities for Recognition and Support

Recognition

703 KAR 5:225, School and District Accountability, 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 that each category of school/district is subject to also are specified in 703 KAR 5:225, School and District Accountability 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 its 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 formal review process, 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.

Kentucky defined Priority Schools as those schools previously identified as persistently low-achieving schools under NCLB, so no new schools will be identified until schools exit the category. After two years of identification, the superintendent and school-based decision making council will review, revise (in accordance with 704 KAR 5:225, Section 9) and agree upon its plan, which will be posted on the school's website, and after the third year, the school must accept additional consequences as described below.

As they begin the review of the CSIPs/CDIPs, 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 CSIPs/CDIPs for all schools/districts in a support category must contain a number of common elements. Specific additional requirements for each of the categories are designated in parentheses:

- curriculum alignment to ensure the instructional program is rigorous, research-based, based on student needs and aligned with the common core standards
- evaluation and assessment strategies to monitor and modify instruction
- provision of time for collaboration on the use of data to inform assessment strategies, monitor and modify instruction, and support proficient student work (Priority and Focus Schools only)
- 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 nonacademic factors such as student social, emotional and health needs (Priority and Focus Schools only)
- design of the school day to maximize learning time (Priority and Focus Schools only)
- technical assistance that will access specific strategies to address within-school gaps (Focus Schools and Districts only)
- short-term, monthly plans for the first 90 days of implementation, requiring the establishment of teacher assistance teams with intensive year-round training focused on teacher effectiveness and school improvement (Priority Schools only)

Continuing Support/Consequences

Focus Schools

If Focus Schools are identified for three or more consecutive years, the superintendent and school-based decision making council will review, revise (in accordance with 704 KAR 5:225, Section 9) and agree upon the CSIP, which will be posted on the school's website.

If Focus Schools are identified for four or more consecutive years, in addition to the requirements in the sentence above, the CSIP will be electronically transmitted to KDE within 90 days of receiving notice from the commissioner of education. The school also 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

Focus Districts

If Focus Districts are identified for three or more consecutive years, the CDIP will be reviewed, revised and posted on the district's website.

If Focus Districts are identified for four or more consecutive years, in addition to the requirements in the sentence above, districts also 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

Priority Schools

If Priority Schools are identified for two or more consecutive years, the superintendent and school-based decision making council will review, revise (in accordance with 704 KAR 5:225, Section 9) and agree upon the CSIP, which will be posted on the school's website.

If Priority Schools are identified for three or more consecutive years, in addition to the requirements in the sentence above, the CSIP will be electronically transmitted to KDE within 90 days of receiving notice from the commissioner of education and will be posted on the school's website. The school also 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

Priority Districts

If Priority Districts are identified for two or more consecutive years, the CDIP will be reviewed, revised and posted on the district's website.

If Priority Districts are identified for three or more consecutive years, in addition to the requirements in the sentence above, districts also 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