



KENTUCKY DEPARTMENT OF EDUCATION

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PERSISTENTLY LOW-ACHIEVING SCHOOLS IDENTIFIED

(FRANKFORT, Ky.) – Consistent with state requirements and federal guidelines, 19 Kentucky public middle and high schools have been identified as “persistently low-achieving” (PLA), based on criteria in [KRS 160.346](#).

The 19 schools identified are:

DISTRICT	SCHOOL	TITLE I FUNDED?
Dayton Ind.	Dayton High	Y
Dayton Ind.	Dayton Middle*	Y
Fayette Co.	Bryan Station High	Y
Fleming Co.	Fleming County High	N
Hopkins Co.	Hopkins County Central High	N
Jefferson Co.	Frederick Law Olmsted Academy North	Y
Jefferson Co.	Myers Middle	Y
Jefferson Co.	Stuart Middle	Y
Jefferson Co.	Thomas Jefferson Middle	Y
Jefferson Co.	Westport Middle	Y
Knox Co.	Knox Central High	Y
Lee Co.	Lee County High	Y
Lincoln Co.	Lincoln County High	N
Livingston Co.	Livingston Central High	N
Monticello Ind.	Monticello High	Y
Perry Co.	Perry County Central High	N
Pulaski Co.	Pulaski County High	N
Simpson Co.	Franklin-Simpson High	Y
Trimble Co.	Trimble Co. High	N

*Dayton Middle is an accountable school based on 6th-grade data from Lincoln Elementary and 7th- and 8th-grade data from Dayton High School.

These schools will be eligible for federal School Improvement Grant (SIG) funding in the 2012-13 school year and are receiving assistance to enable them to improve student achievement. (NOTE: SIG funding was guaranteed for schools identified in Cohorts 1 and 2; funding availability for future cohorts is dependent on actions at the federal level.)

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As mandated by state statute and regulation, the Kentucky Department of Education (KDE) must annually identify PLAs. Federal guidelines provide for identification of two tiers of low-performing schools.

Kentucky's definitions, processes and options for improvement are based on the language contained in KRS 160.346, which was amended by [House Bill 176](#) (HB 176), legislation related to persistently low-performing schools.

HB 176 was passed by the 2010 General Assembly and signed into law by Gov. Steve Beshear in January 2010. Implementation details for HB 176 are clarified by state regulation [703 KAR 5:180](#), which was approved by the Kentucky Board of Education, also in January 2010.

In the spring and fall of 2010, Kentucky identified the first and second cohorts of PLAs, and those schools are receiving SIG funding and assistance to help them achieve AYP. Schools began implementing SIG-related school improvement plans in the 2010-11 school year, and based on recently released data, many of the schools have shown progress.

DISTRICT	SCHOOL	SIG COHORT	STUDENTS SCORING AT PROFICIENT OR HIGHER IN READING/MATH 2010	STUDENTS SCORING AT PROFICIENT OR HIGHER IN READING/MATH 2011	DIFFERENCE 2010 to 2011
Carter Co.	East Carter County High	2	36.47%	50.58%	+14.11
Caverna Ind.	Caverna High	1	34.83%	48.23%	+13.40
Christian Co.	Christian County High	2	36.05%	48.39%	+12.34
Greenup Co.	Greenup County High	2	34.13%	46.85%	+12.72
Jefferson Co.	Doss High	2	31.02%	39.99%	+8.97
Jefferson Co.	Fairdale High	2	33.11%	53.42%	+20.31
Jefferson Co.	Fern Creek Traditional High	1	44.42%	60.16%	+15.74
Jefferson Co.	Frost Middle	1	29.11%	32.59%	+3.48
Jefferson Co.	Iroquois High	2	26.71%	36.44%	+9.73
Jefferson Co.	Knight Middle	2	35.77%	36.65%	+0.88
Jefferson Co.	Seneca High	2	38.29%	53.22%	+14.93
Jefferson Co.	Southern High	2	34.38%	49.06%	+14.68
Jefferson Co.	The Academy @ Shawnee	1	13.62%	34.96%	+21.34
Jefferson Co.	Valley Traditional High	1	30.67%	37.82%	+7.15
Jefferson Co.	Waggener Traditional High	2	33.88%	45.71%	+11.83
Jefferson Co.	Western High School	1	29.76%	58.85%	+29.09
Jefferson Co.	Western Middle	1	21.63%	32.83%	+11.20
Lawrence Co.	Lawrence County High	1	41.22%	44.85%	+3.63
Leslie Co.	Leslie County High	1	54.31%	68.24%	+13.93
Martin Co.	Sheldon Clark High	2	35.41%	50.68%	+15.27
Metcalfe Co.	Metcalfe County High	1	48.57%	60.52%	+11.95
Newport Ind.	Newport High	2	39.45%	42.11%	+2.66

(more)

These schools will continue to implement the improvement plans they developed under the requirements of the SIG program. SIG funding for these schools continues until the 2012-13 school year.

Kentucky's criteria for identifying PLAs incorporates an average of the percentage of students proficient or higher in reading and mathematics on the state assessments under KRS 158.6455.

Federal Tier I

- 1) A Title I school that is in the lowest five percent or lowest five scoring schools, whichever is greater, of all Title I schools that are identified in any one of the school improvement categories under the federal No Child Left Behind (NCLB) Act of 2001 and that failed to make AYP for three consecutive years.

Or

- 2) A Title I high school whose graduation rate, based on the state's approved graduation rate calculation, has been 60 percent or less for three consecutive years.

Federal Tier II

- 1) A non-Title I school that contains grades 7-12, or any combination thereof, that is in the lowest five percent or lowest five scoring schools, whichever is greater, of all non-Title I schools that contain grades 7-12 or any combination thereof, that also has at least 35 percent or greater poverty as defined in NCLB and has failed to make AYP for three consecutive years.

Or

- 2) A non-Title I high school whose graduation rate, based on the state's approved graduation rate calculation, has been 60 percent or less for three consecutive years.

Financial assistance for PLAs comes from federal SIG 1003(g) funds. Under Section 1003(g) of the federal Elementary and Secondary Education Act (ESEA), SIGs are designed to improve student achievement in Title I schools identified for improvement, corrective action or restructuring, as well as schools that are eligible for, but don't receive, Title I funding and who have been identified as persistently low-achieving. The goal of the program is to enable those schools to make AYP and exit improvement status.

The 19 schools identified as PLAs for 2012-13 will receive leadership assessments. These leadership assessments will be administered by teams of current and former educators, parents and others trained in the process. The assessments rely heavily on specific indicators found in the *Standards and Indicators for School Improvement* to determine the capacity of the school's principal, school council and district leadership.

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In addition, the Teaching, Empowering, Leading and Learning ([TELL](#)) Kentucky Survey will provide information about conditions within the school that support student achievement. As outlined in state regulation [703 KAR 5:180](#), other items in the leadership assessments include classroom observations, stakeholder interviews and portfolios of school records.

Reports for each leadership assessment will provide relevant findings, recommendations and next steps to help the identified schools and their districts make improvements.

Each PLA school can request Educational Recovery (ER) staff -- an Educational Recovery Leader to mentor the principal, an Educational Recovery Specialist for English/language arts and another for mathematics to work with teachers as they improve instruction and teaching strategies in these two critical areas.

For schools that receive SIG funding, KDE must annually determine if the schools have met their goals and are making progress toward improvement to continue the funding. Quarterly reporting to KDE, in addition to feedback from the ER staff, will determine if schools are progressing and districts are supporting their efforts. Title I schools that make AYP for two consecutive years will no longer be subject to consequences under NCLB and therefore will no longer be considered PLAs.

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