



COVID-19 2020-21 Improvement Planning: Living Continuous Improvement

August 3, 2020

The COVID-19 pandemic has created many uncertainties for schools and districts. Approval of a [waiver](#) from the U.S. Department of Education (USED) allowed Kentucky to bypass standardized testing and the federal assessment, accountability and specific reporting requirements for the 2019-2020 school year. The cancellation of K-PREP assessments, along with legislative changes made during the 2020 session, will affect our accountability system moving forward.

The need for thoughtful planning has never been more important. Kentucky’s continuous improvement model remains an effective process to ensure systems are in place for the delivery of high-quality learning opportunities for all students. Stakeholder input gathered during this crisis, as well as the guiding questions available in the [reopening guidance](#) provided by the Kentucky Department of Education (KDE), can support the development of your Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP).

2020-2021 Comprehensive District and School Improvement Plans

The process and timeline for comprehensive school and district improvement planning outlined in [703 KAR 5:225](#) remain unchanged. Following the 2020 legislative session, a few new diagnostics have been added to the process; additional information regarding each will be forthcoming from the KDE. Diagnostics in the eProve system have been identified by phases and include the following:

| | Comprehensive District Improvement Plan (CDIP) | Comprehensive School Improvement Plan (CSIP) |
|---------------------------------------|--|--|
| Phase One Aug. 1 – Oct. 1 | <ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Districts | <ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Schools |
| Phase Two Oct. 1 – Nov. 1 | <ul style="list-style-type: none"> • Needs Assessment for Districts • District Assurances • District Safety Report | <ul style="list-style-type: none"> • Needs Assessment for Schools • School Assurances • School Safety Report |
| Phase Three Nov. 1 – Jan. 1 | <ul style="list-style-type: none"> • Professional Development Plan for Districts — New • Comprehensive District Improvement Plan • Executive Summary for Districts • The Superintendent Gap Assurance | <ul style="list-style-type: none"> • Professional Development Plan for Schools — New • Comprehensive School Improvement Plan • Executive Summary for Schools • Closing the Achievement Gap Diagnostic |
| Phase Four Jan. 1 – Dec. 31 | <ul style="list-style-type: none"> • Continuation of Learning Plan for Districts (Due May 1) — New • Progress Monitoring | <ul style="list-style-type: none"> • Progress Monitoring |



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Please note that the Title I Annual Review Diagnostic will be discontinued in eProve during the 2020-2021 school year, as the information has been moved to the School Assurances diagnostic in eProve.

2020-2021 Options

CSIPs and CDIPs are developed as three-year plans. The continuous improvement process involves re-evaluating needs and strategies each year to determine if revisions are warranted. The lack of K-PREP data from the 2019-2020 school year creates a challenge for goal-setting on the required planning templates. When updating the planning template, the KDE suggests the following three options for consideration:

1. No change

- You may determine that the goals set for the 2019-2020 school year are still appropriate for moving student achievement forward. If those goals were ambitious and school closure made attainment unlikely, you may determine that your 2020-2021 goals should remain the same.
- As in any year, decisions about the strategies and activities chosen to meet your goals should be based on your needs assessment. Current strategies and activities should be viewed in relation to changing needs and priorities in recent months.
- You will still need to open and complete new diagnostics in eProve, but goals from the 2019-2020 diagnostics may be copied and pasted as appropriate to the 2020-2021 diagnostics, along with any current, revised or new initiatives.

2. Create goals aligned to your own formative and summative assessment data

- You may have an assessment system that includes formative and summative assessments that provide district-wide or school-wide data. Such data may be used to set and evaluate goals for the 2020-2021 school year.
- Current strategies and activities should be viewed in relation to changing needs and priorities in recent months.
- You will need to open and complete new diagnostics in eProve, and enter new goals based on your local data. Relevant strategies and activities from the 2019-2020 diagnostics may be copied to the 2020-2021 diagnostics, along with any revised or new initiatives.

3. Implement statistical projections

- You may have a clear picture of the trajectory of your scores over the past few years. You may choose to consider your past data and the increases made to



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estimate what could have been expected for 2019-2020 and determine appropriate goals for 2020-2021.

- Current strategies and activities should be viewed in relation to changing needs and priorities in recent months.
- You will need to open and complete new diagnostics in eProve, along with new goals based on your projection. Relevant strategies and activities from the 2019-2020 diagnostics may be copied to the 2020-2021 diagnostics, along with any revised or new initiatives.
- For additional information and more specific details regarding statistical projections, please consult the [Forecasting Data to Inform Continuous Improvement Goals webinar](#) and [transcript](#).

Forward Thinking

Changes to the current diagnostics are anticipated once the Kentucky Consolidated State Plan and administrative regulations are finalized and approved to reflect changes to the state accountability system included in SB 158 (2020). Diagnostics and templates created for future years will complement the new requirements and the improvement planning process.

One important change for the 2020-2021 school year and beyond is the requirement for every district and school to have a plan completed in the eProve system. Independent districts and districts with only one school must complete separate plans at both the district and school levels.

While KDE is responsible for monitoring compliance with federal and state requirements, it is the responsibility of districts and schools to focus on monitoring for progress. Kentucky's comprehensive improvement planning process is designed for both compliance and continuous improvement. Commitment to the essential processes *before* each diagnostic is completed results in the tangible reflection of your vision for improvement, and not just evidence that requirements have been met.

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