

1 **Education and Workforce Development Cabinet**

2 **Kentucky Board of Education**

3 **Department of Education**

4 **(Amended After Comment)**

5 **703 KAR 5:222. School and District Accountability Recognition, Support and**  
6 **Consequences.**

7 RELATES TO: KRS 158.6451, 158.6453, 158.6455

8 STATUTORY AUTHORITY: KRS 158.6453; 158.6455

9 NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board  
10 of Education to create and implement a balanced statewide assessment program that measures  
11 the achievement of students, schools and districts, complies with the federal No Child Left  
12 Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor and ensures accountability.  
13 KRS 158.6455 requires the Kentucky Board of Education, following the revision of academic  
14 standards and development of a student assessment program, to create an accountability system  
15 to classify schools and districts, including a formula for accountability, goals for improvement,  
16 and rewards and consequences. This administrative regulation establishes the statewide system  
17 of accountability, recognition, support and consequences, and meets requirements of the U.S.  
18 Department of Education to receive approval of a state-level waiver of specific requirements of  
19 the No Child Left Behind Act.

1 Section 1. Definitions

2 (1) “Annual measurable objective (AMO)” means the improvement goal for each school and  
3 district calculated from the Overall Score.

4 (2) “Adequate yearly progress (AYP)” means the attainment of the annual measurable objective.

5 (3) “Comprehensive School Improvement Plan (CSIP)” means a plan developed by the school  
6 council or their successor pursuant to KRS 160.346 with the input of parents, faculty and staff,  
7 based on a review of relevant data that includes targets, strategies, activities and a time schedule  
8 to support student achievement and student growth, and eliminate achievement gaps among  
9 groups of students.

10 (4) “Comprehensive District Improvement Plan (CDIP)” means a plan developed by the local  
11 school district with the input of parents, faculty and staff, and representatives of school councils  
12 from each school in the district, based on a review of relevant data that includes biennial targets,  
13 strategies, activities and a time schedule to support student achievement and student growth, and  
14 eliminate achievement gaps among groups of students.

15 (5) “Graduation rate goal” means the annual graduation rate goal set by the Kentucky  
16 Department of Education for each high school and district. Each high school and district shall  
17 receive a baseline score. The goal shall be 98% by 2022. The annual goal is computed by  
18 dividing the difference between the baseline percent and 98% by 11.

19 (6) “Kentucky Schools or Districts of Distinction” shall include Kentucky Highest-Performing  
20 elementary, middle or high school levels or districts ~~that have also received school or district~~  
21 ~~accreditation from a recognized accreditation organization and~~ that score at the 95<sup>th</sup> percentile or  
22 higher on the Overall Score.

1 (7) “Kentucky Highest-Performing Schools or Districts” shall include elementary, middle or high  
2 school levels or districts that score at the 90<sup>th</sup> percentile or higher on the Overall Score. Districts  
3 shall not qualify as a Highest-Performing District if any of their schools are categorized as  
4 Kentucky Focus Schools or Kentucky Priority Schools.

5 (8) “Kentucky High-Progress Schools or Districts” shall include:

6 (a) Title I schools that have an improvement score indicating the school is in the top 10% of  
7 improvement of Title I elementary schools, middle schools, or high schools as determined by  
8 the difference in the two most recent calculations of the Overall Score;

9 (b) Non-Title I schools that have an improvement score indicating the school is in the top 10%  
10 of improvement of all elementary schools, middle schools, or high schools as determined by  
11 the difference in the two most recent calculations of the Overall Score; and

12 (c) Districts that have an improvement score indicating the district is in the top 10% of  
13 improvement of all districts as determined by the difference in the two most recent  
14 calculations of the Overall Score.

15 (9) “Kentucky Focus Schools or Districts” shall include:

16 (a) Title I schools that have a Student Gap Group score in the bottom 10% of Student Gap Group  
17 scores for all Title I elementary schools, middle schools and high schools that have failed to  
18 make AMO and AYP for the last two consecutive years;

19 (b) Non-Title I schools that have a Student Gap Group score in the bottom 10% of Student Gap  
20 Group scores for all elementary schools, middle schools and high schools that have failed to  
21 make AMO and AYP for the last two consecutive years;

22 (c) High schools that have a graduation rate that has been less than 60% for two consecutive  
23 years;

- 1 (d) Schools that have an individual student performance group of more than 25 students within  
2 assessment grades by level with a score that is in the third standard deviation below the state  
3 average for all students;
- 4 (e) Districts that have a Student Gap Group score in the bottom 10% of Student Gap Group  
5 scores for all districts and that have failed to make AMO and AYP for the last two  
6 consecutive years; and
- 7 (f) Districts that have an individual student performance group of more than 25 students within  
8 assessment grades by level with a score that is in the third standard deviation below the state  
9 average for all students.
- 10 (g) In order to exit Kentucky Focus School or District status, a school or district must meet  
11 AMO and AYP goals for two consecutive years, must no longer be identified by the  
12 applicable percent calculation, and the subgroup causing the identification must show  
13 improvement
- 14 (10) “Kentucky Priority Schools or Districts” shall include:
- 15 (a) Schools that have been identified as “Persistently low-achieving schools (PLAS)” as defined  
16 by KRS 160.346; and
- 17 (b) Districts that have an Overall Score in the bottom 5% of Overall Scores for all districts that  
18 have failed to make AMO and AYP for the last three consecutive years.
- 19 (c) In order to exit Kentucky Priority School or District status, a school or district must meet  
20 AMO and AYP goals for two consecutive years, must no longer be identified by the  
21 applicable percent calculation, and must score at or above a 70% grad rate for 3 years in a  
22 row.
- 23 (11) “Mean” means the arithmetic average of a number of scores.

- 1 (12) “Next-Generation Learners” means a component of the state-wide accountability system for  
2 Kentucky public schools and districts based on student data.
- 3 (13) “Next-Generation Instructional Programs and Supports” means a component of the state-  
4 wide accountability system for Kentucky public schools and districts based on reviews of  
5 instructional programs.
- 6 (14) “Next-Generation Professionals” means a component of the state-wide accountability  
7 system for Kentucky public schools and districts based on teacher and administrator data.
- 8 (15) “Next-Generation Schools and Districts” means a component of the state-wide  
9 accountability system that reports performance data for schools and districts.
- 10 (16) “Overall Score” means the score resulting from a compilation of accountability components  
11 that determines placement of a school or district in a classification for recognition, support or  
12 consequences.
- 13 (17) “Participation rate” means the percent of students in the school or district that participates in  
14 annual statewide assessments. The goal for participation rates shall be 95% or higher.
- 15 (18) “Percentile” means the value of a variable below which a certain percent of observations  
16 fall.
- 17 (19) “School level” means the standard configuration of grade levels that form elementary,  
18 middle and high schools as defined in 703 KAR 5:240.
- 19 (20) “Standard deviation” means a measure of the dispersion of a set of data from its average.
- 20 (21) “Student gap group” means an aggregate count of achievement scores of student groups,  
21 including ethnicity/race (African-American, Hispanic, Native American), disability, poverty and  
22 limited English proficient.

1 Section 2 Statewide system of Accountability Recognition, Support and Consequences (1) The  
 2 accountability system shall be called Unbridled Learning: College and Career Ready for All.  
 3 (2) An Overall Score shall be used to classify schools and districts for recognition, support and  
 4 consequences. Except as provided in subsection (3) of this section, the Overall Score shall be a  
 5 compilation of the following accountability components:  
 6 (a) Next Generation Learners, as established in 703 KAR 5:200; and  
 7 (b) Next Generation Instructional Programs and Support, as established in 703 KAR 5:230.  
 8 (3) Next Generation Professionals, following the promulgation of an administrative regulation  
 9 by the Kentucky Board of Education to establish the requirements for Next Generation  
 10 Professionals.

11 Section 3. Weighting of components comprising the Overall Score. (1) The timeline and  
 12 weighting of each component as a percentage of Overall Score shall occur as follows:

<b>Overall Score Phase-In</b>		
<b>Year</b>	<b>Component</b>	<b>Percentage of Overall</b>
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%

13  
 14 (2) If data cannot be calculated for any component, the weights shall be distributed equally to  
 15 components that shall be reported for the school or district.

16 Section 4. Classifications, Annual Measurable Objectives, and Goals.

17 (1) School levels and districts shall be classified based on the Overall Score in the following  
 18 manner:

- 1 (a) By level of elementary, middle and high, a distribution of scores from the Overall Score shall  
 2 be computed in order to determine the percentiles associated with each Overall Score  
 3 (b) The Overall Score associated with specific percentiles shall classify school levels and  
 4 districts as follows:

<u>Percentile based on Overall Score</u>	<u>School and District Classification</u>
<u>At or above 90</u>	<u>Distinguished</u>
<u>At or above 70</u>	<u>Proficient</u>
<u>At or below 69</u>	<u>Needs Improvement</u>

- 5  
 6 (c) Upon inclusion of all three components to the Overall Score, the Overall Scores associated  
 7 with the percentiles shall remain constant for periods of five years before the process shall be  
 8 repeated. Prior to the inclusion of all three components, the Overall Scores associated with  
 9 the percentiles shall be calculated annually.

10 (2) School levels and districts shall receive an Annual Measurable Objective (AMO). The  
 11 method for determining the AMO shall be as follows:

- 12 (a) Using the Overall Score, a mean and standard deviation shall be computed for the  
 13 elementary, middle, and high school levels.  
 14 (b) The mean and standard deviation shall be recalculated as the components of the  
 15 accountability system are added and shall follow the timeline described in Section 3 of this  
 16 regulation.  
 17 (c) The AMO for school levels and districts classified as needs improvement shall be to increase  
 18 the Overall Score by .07 of a standard deviation annually.

- 1 (d) The AMO for school levels and districts classified as proficient or distinguished shall be to  
2 increase the Overall Score by .035 of a standard deviation annually.
- 3 (e) Each school level or district classified as distinguished, proficient, or needs improvement that  
4 meets its AMO, student participation rate, and graduation goal shall be further classified as  
5 Progressing.
- 6 (f) For school levels with a changed service area as defined in 703 KAR 5:240, the AMO shall  
7 be recalculated based on current students. A school or district may submit a plan to  
8 recalculate the AMO. Schools or district may request that individual students be tracked  
9 across schools or the district AMO be used for the school. The Kentucky Department of  
10 Education shall approve the plan and shall assure accurate calculations and the inclusion of  
11 all students. Upon approval of the plan, it shall be implemented and remain in effect until  
12 additional change in service area occurs. A condition for the granting of the request for a  
13 different method to recalculate AMOs shall be that each affected school and school district  
14 shall waive in writing its right to make the request the basis of a subsequent appeal of a  
15 school's classification. The intent to submit a plan to recalculate the AMO shall be received  
16 by the Kentucky Department of Education by June 30 of the year prior to which the AMO  
17 recalculation shall occur.

18 Section 5. Recognition (1) Recognition categories shall include Kentucky Schools or Districts of  
19 Distinction, Kentucky Highest-Performing Schools or Districts, Kentucky High-Progress  
20 Schools or Districts as defined in Section 1. These schools and districts shall receive notification  
21 from the Commissioner of Education within five (5) days of release of the annual accountability  
22 data, identifying their category of recognition and the rewards for which they are eligible.

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

8 (3) Schools and districts identified for recognition shall continue to meet eligibility criteria in  
9 order to retain their designation and receive recognition for that category.

10 (4) Schools and districts identified as Kentucky Priority schools or districts or Kentucky Focus  
11 schools or districts shall not be eligible for recognition as Kentucky Proficient schools or  
12 districts, Kentucky Highest-Performing schools or districts or Kentucky Schools or Districts of  
13 Distinction, but may receive recognition as Kentucky High-Progress schools or districts, if they  
14 meet eligibility criteria set forth in Section 1 (7) of this regulation.

15 (5) Beginning in 2013, schools and districts shall meet AMO and AYP goals in order to qualify  
16 for any level of recognition.

17 Section 6. Supports and Consequences. Supports and consequences categories shall include  
18 Kentucky Priority schools and districts and Kentucky Focus schools and districts as defined in  
19 Section 1. Kentucky Priority schools and districts shall undergo the education recovery  
20 processes outlined by KRS 160.346 and 703 KAR 5:180, in addition to the requirements and  
21 consequences outlined in this regulation. Kentucky Focus schools and districts shall be required  
22 to revise their CSIPs or CDIPs consistent with the requirements of this section, and are subject to  
23 the requirements and consequences outlined in this regulation.

1 (1) Notification. These schools and districts shall receive notification from the Commissioner of  
2 Education within 5 days of release of the annual accountability data, identifying their category  
3 and the required supports and consequences that shall apply. A school or district that is  
4 identified as a Kentucky Priority or Focus school or district for the first time shall revise the  
5 CSIP or CDIP within ninety (90) days of receiving the notice from the Commissioner. A school  
6 that is identified in one of these categories shall revise and submit their plan for collaboration  
7 and approval by the district within ninety (90) days of receiving notice from the Commissioner.  
8 The superintendent and school-based decision-making council shall agree on the supports

9 (2) Plan Development

10 (a) Priority and Focus districts shall use a variety of relevant sources that shall include perception  
11 data gathered from the administration of a valid and reliable measure of teaching and learning  
12 conditions to inform the needs assessment required by the CDIP. Districts containing Priority  
13 and Focus schools shall assist those schools in using these data to inform the needs assessment  
14 required by the CSIP.

15 (b) The needs assessments and the revised plans for Kentucky Focus schools and districts shall  
16 be informed by guidance from the Commissioner's Raising Achievement and Closing Gaps  
17 Council.

18 (c) Kentucky Priority schools shall document meaningful family and community involvement in  
19 selecting the intervention strategies that shall be included in the revised CSIP.

20 (3) Issues to be addressed in the plan

21 (a) Curriculum alignment within the school(s) and with schools who send or receive the school's  
22 students, ensuring the instructional program is based on student needs, is research-based,

- 1 rigorous, and is aligned with the Kentucky Core Academic Standards as described in 704  
2 KAR 3:303;
- 3 (b) Evaluation and assessment strategies to continuously monitor and modify instruction to meet  
4 student needs and support proficient student work ;
- 5 (c) Provision of time for collaboration on the use of data to inform evaluation and assessment  
6 strategies to continuously monitor and modify instruction to meet student needs and support  
7 proficient student work (Priority and Focus schools);
- 8 (d) Professional development to address the goals of the plan;
- 9 (e) Parental and community communication and engagement;
- 10 (f) Attendance improvement and dropout prevention;
- 11 (g) Activities to target the underperforming areas of achievement, gap, growth, college and  
12 career readiness or graduation rate;
- 13 (h) Activities to target demonstrators of weakness in program reviews;
- 14 (i) Activities to target areas of need identified in teacher and leader effectiveness measures;
- 15 (j) Technical assistance that will be accessed;
- 16 (k) School safety, discipline strategies and other non-academic factors that impact student  
17 achievement, such as students' social, emotional and health needs (Priority and Focus  
18 schools only);
- 19 (l) Design of the school day, week, or year to include additional time for student learning and  
20 teacher collaboration (Priority and Focus schools only),
- 21 (m) Specific strategies to address gaps in achievement and graduation rates between the highest-  
22 achieving student performance group and the lowest-achieving student performance group  
23 (Focus schools and districts).

1 (n) Short-term, monthly plans for the first 90 days of implementation, and require the  
2 establishment of teacher assistance teams with intensive year-round training focused on  
3 teacher effectiveness and school improvement in the professional development component of  
4 their plan (Priority schools).

5 (4) Additional requirements

6 (a) The CDIP shall include the support to be provided to schools by the district. The school's  
7 CSIP shall include the support that will be provided by the district to the school.

8 (b) The CDIP for both Priority and Focus districts shall be posted to the district website and upon  
9 collaboration with and approval by the district, the CSIPs for both Priority and Focus schools  
10 shall be posted to the appropriate school website.

11 Section 7. Continuing consequences for schools and districts that remain in Priority and Focus  
12 status for more than one year

13 (1) A school or district that is identified as a Kentucky Priority school or district for the second  
14 or more consecutive times, or a school or district that remains in the Kentucky Focus school or  
15 district category and does not make AMO and AYP for three consecutive compilations of the  
16 Overall Score, shall revise the CSIP or CDIP as specified in Section 6 for submission to the  
17 Department for approval within 90 days of receiving notice from the commissioner. The CSIP  
18 shall be submitted for collaboration with and approval by the district prior to submission to the  
19 Department. Upon approval by the Department, the plans shall be posted to the school or district  
20 website.

21 (2) In addition to the requirements of Section 7 (1), a district that is identified as a Kentucky  
22 Priority school or district for the third or more consecutive time, or that remains in the Kentucky

1 Focus school or district category and does not make AMO and AYP for four consecutive  
2 compilations of the Overall Score shall engage in the following:

3 (a) Participate in a set of improvement strategies outlined by a district-wide accreditation  
4 process;

5 (b) If directed by the Department, receive the assignment of a high-achieving partner district of  
6 similar demographics for mentor activities as directed by the Department; and

7 (c) Accept ongoing assistance and resources throughout the year as assigned or approved by the  
8 Department.

9 Section 8. Monitoring. (1) The Department shall review and approve all submissions required by  
10 this regulation.

11 (2) The Department shall monitor implementation of CDIPs or CSIPs and shall provide  
12 necessary guidance based upon information gathered from the following:

13 (a) Progress reports from the school through the district;

14 (b) Data reviews;

15 (c) On-site observation; and

16 (d) Other information supplied at the district's or school's discretion.

17 (3) In addition to the activities undertaken by KDE, school districts shall monitor compliance of  
18 their schools.

19 Section 9 8. Comprehensive school and district improvement plan process. (1) All schools and  
20 districts shall annually develop, review and revise a comprehensive school or district  
21 improvement plan.

22 (2) Elements of school and district comprehensive improvement plans shall include:

23 (a) Executive Summary, which shall include a vision and a mission;

- 1 (b) Needs assessment, which shall include:
- 2 1. a description of the data reviewed and the process used to develop the needs assessment, and
- 3 2. a review of the previous plan and its implementation to inform development of the new plan;
- 4 3. perception data gathered from the administration of a valid and reliable measure of teaching
- 5 and learning conditions;
- 6 (c) Process for development, which shall include:
- 7 1. Analysis of data to determine causes and contributing factors;
- 8 2. Prioritization of needs;
- 9 3. A process for development of goals, objectives, strategies and activities based on the needs
- 10 assessment and root cause analysis, which shall include:
- 11 i. Targets or measures of success;
- 12 ii. Timelines;
- 13 iii. Persons responsible;
- 14 iv. A budget that includes resources needed and source of funding; and
- 15 v. A process for meaningful stakeholder communications and input;
- 16 (d) Inclusion of a set of assurances, approved by and on file with the local board of education,
- 17 with a signed declaration by the superintendent that all schools in the district are in
- 18 compliance with the requirements of the statutes and regulations included in those
- 19 assurances; and
- 20 (e) A process for annual review and revision.
- 21 (3) Continuous improvement and capacity building shall drive the development of the plan.
- 22 (4) Other required components in the process shall include:
- 23 (a) A standards-based process for measuring organizational effectiveness which shall include:

- 1 1. Purpose and Direction
- 2 2. Governance and Leadership
- 3 3. Teaching and Assessing for Learning
- 4 4. Resources and Support Systems
- 5 5. Using Results for Continuous Improvement

6 (b) A data driven self-evaluation based on the standards, including a means to gather meaningful  
7 stakeholder input;

8 (c) A written improvement plan based on the issues identified in the self-evaluation;

9 (d) A set of assurances that includes a determination of compliance with each assurance and the  
10 ability to upload any supporting documentation needed;(e) Electronic submission of all elements  
11 of the plan;

12 (f) Monitoring implementation of the plan through implementation and impact checks; and

13 (g) Evaluation of the effectiveness based on the strategies and activities in the plan.

14 Section 9. (1) The purpose of this regulation is to provide guidance in the implementation of

15 Kentucky's approved waiver of certain requirements of the Elementary and Secondary Education

16 Act (ESEA) of 1965, pending reauthorization of the ESEA. The provisions of this regulation

17 shall remain effective until a reauthorization is enacted and a waiver is no longer required. To

18 the extent consistent with reauthorized ESEA requirements, implementation may be continued

19 until additional federal regulatory guidance on those requirements is provided.

20 (2) The Kentucky Department of Education shall, consistent with the requirements with the

21 waiver, determine how the financial flexibility allowed under the waiver may be used to most

22 efficiently and effectively serve the needs of students.

1 ~~Section 1. Definitions. (1) "Annual measurable objective (AMO)" means the annual~~  
2 ~~improvement goal for all schools and districts calculated each year from the Overall Score.~~

3 ~~(2) "Adequate yearly progress (AYP)" means the attainment of the annual measurable~~  
4 ~~objective, which is the annual improvement goal for all schools and districts calculated from the~~  
5 ~~Overall Score.~~

6 ~~(3) "Comprehensive School Improvement Plan (CSIP)" means a plan developed by the~~  
7 ~~school council or their successor pursuant to KRS 160.346 with the input of parents, faculty and~~  
8 ~~staff, based on a review of relevant data that includes targets, strategies, activities and a time~~  
9 ~~schedule to support student achievement and student growth, and eliminate achievement gaps~~  
10 ~~among groups of students.~~

11 ~~(4) "Comprehensive District Improvement Plan (CDIP)" means a plan developed by the local~~  
12 ~~school district with the input of parents, faculty and staff, and representatives of school councils~~  
13 ~~from each school in the district, based on a review of relevant data that includes biennial targets,~~  
14 ~~strategies, activities and a time schedule to support student achievement and student growth, and~~  
15 ~~eliminate achievement gaps among groups of students.~~

16 ~~(5) "Overall Score" means the score resulting from a compilation of accountability~~  
17 ~~components that determines placement of a school or district in a classification for recognition,~~  
18 ~~support or consequences.~~

19 ~~(6) "Mean" means the arithmetic average of a number of scores.~~

20 ~~(7) "Next Generation Learners" means a component of the state wide accountability system~~  
21 ~~for Kentucky public schools and districts based on student data.~~

1 ~~—(8) "Next Generation Instructional Programs and Supports" means a component of the state-~~  
2 ~~wide accountability system for Kentucky public schools and districts based on reviews of~~  
3 ~~instructional programs.~~

4 ~~—(9) "Next Generation Professionals" means a component of the state-wide accountability~~  
5 ~~system for Kentucky public schools and districts based on teacher and administrator data.~~

6 ~~—(10) "Next Generation Schools and Districts" means a component of the state-wide~~  
7 ~~accountability system that reports performance data for schools and districts.~~

8 ~~—(11) "Standard deviation" means a measure of the dispersion of a set of data from its average.~~  
9 ~~The more spread apart the data, the higher the deviation. Standard deviation is calculated as the~~  
10 ~~square root of variance.~~

11 ~~—(12) "Student gap group" means an aggregate count of achievement scores of student groups~~  
12 ~~that have historically had achievement gaps, including ethnicity/race (African American,~~  
13 ~~Hispanic, Native American) Special Education, Poverty and Limited English Proficient.~~

14 ~~—Section 2. Statewide System of Accountability Recognition, Support and Consequences. (1)~~  
15 ~~The accountability system shall be called Unbridled Learning: College and Career Ready for All.~~

16 ~~—(2) An Overall Score shall be used to classify schools and districts for recognition, support~~  
17 ~~and consequences. Except as provided in subsection (3) of this section, the Overall Score shall be~~  
18 ~~a compilation of the following accountability components:~~

19 ~~—(a) Next Generation Learners, as established in 703 KAR 5:200; and~~

20 ~~—(b) Next Generation Instructional Programs and Support, as established in 703 KAR 5:230.~~

21 ~~—(3) Next Generation Professionals, following the promulgation of an administrative~~  
22 ~~regulation by the Kentucky Board of Education to establish the requirements for Next~~  
23 ~~Generation Professionals.~~

1 ~~Section 3. Weighting of Components Comprising the Overall Score. (1) Upon full~~  
 2 ~~implementation in 2013-2014, the total number of points earned in each component of Next~~  
 3 ~~Generation Learners, Next Generation Instructional Programs and Support, and Next Generation~~  
 4 ~~Professionals shall be weighted in the following manner to obtain the Overall Score:~~

<del>Grade Range</del>	<del>Next- Generation Learner</del>	<del>Next-Generation Instructional Programs and Support</del>	<del>Next-Generation Professionals</del>	<del>Total Overall Score</del>
<del>Elementary</del>	<del>70</del>	<del>20</del>	<del>10</del>	<del>100</del>
<del>Middle</del>	<del>70</del>	<del>20</del>	<del>10</del>	<del>100</del>
<del>High</del>	<del>70</del>	<del>20</del>	<del>10</del>	<del>100</del>

5 ~~(2) The phase in of each component as a percentage of Overall Score shall occur as follows:~~

6 -

<del>Overall Score Phase In</del>		
<del>Year</del>	<del>Component</del>	<del>Percentage of Overall</del>
<del>2011- 12</del>	<del>Next-Generation Learners</del>	<del>100%</del>
<del>2012- 13</del>	<del>Next-Generation Instructional Programs and Support</del>	<del>77% 23%</del>
<del>2013-</del>	<del>Next-Generation Learners</del>	<del>70%</del>

14	Next-Generation	20%
	Instructional Programs and	-
	Support	10%
	Next-Generation	
	Professionals	

1 -

2 ~~— Section 4. Goals, Annual Measurable Objectives and Categories. (1) The goals shall be set in~~  
3 ~~the following manner:~~

4 ~~— (a) After the 2011-12 school year, the Overall Score shall be comprised of the components~~  
5 ~~within the Next Generation Learner, as follows:~~

6 ~~— 1. By level of elementary, middle and high, a distribution of scores from the Overall Score~~  
7 ~~shall be computed in order to determine the percentiles associated with each Overall Score for all~~  
8 ~~schools and districts.~~

9 ~~— 2. The Overall Score associated with the 70th percentile shall become the score needed to be~~  
10 ~~placed in the Proficient category and the Overall Score associated with the 90th percentile shall~~  
11 ~~be the score needed to be placed in the Distinguished category.~~

12 ~~— 3. These Overall Scores shall remain in place as a goal until Next Generation Instructional~~  
13 ~~Support and Programs is added to Overall Score.~~

14 ~~— 4. Once the Next Generation Instructional Support and Programs is added to the Overall~~  
15 ~~Score the Overall Score for the 70th percentile for the Proficient score and 90th percentile for the~~  
16 ~~Distinguished score shall be recalculated and applied as the goals.~~

17 ~~— 5. These Overall Scores shall remain in place as a goal until Next Generation Professionals is~~  
18 ~~added to the Overall Score.~~

1 —~~6. Once the Next Generation Professionals is added to the Overall Score the Overall Score~~  
2 ~~for the 70th percentile for the Proficient score and 90th percentile for the Distinguished score~~  
3 ~~shall be recalculated and applied as the goals.~~

4 —~~7. Once all three components have been added to the Overall Score, the Overall Scores goals~~  
5 ~~shall then be held in place for five years.~~

6 —~~8. At the end of the five years the distribution of the Overall Scores for all schools and~~  
7 ~~districts shall be computed again and the Overall Scores for the 70th and 90th percentiles shall be~~  
8 ~~the goals for another five year period.~~

9 —~~9. The recomputing of five years goals shall continue.~~

10 —~~(b) Schools and districts shall receive an Annual Measurable Objective (AMO) each year.~~  
11 ~~The methods of determining the AMO are as follows:~~

12 —~~1. The Overall Score shall be used to create an annual improvement goal for all schools and~~  
13 ~~districts. The annual improvement goal shall be called the Annual Measurable Objective.~~

14 —~~2. Using the Overall Score, a mean and standard deviation shall be computed for the~~  
15 ~~elementary, middle, and high school levels.~~

16 —~~3. The mean and standard deviation shall be recalculated as the components of the~~  
17 ~~accountability system are added and shall follow the phase-in schedule described in Section 3 of~~  
18 ~~this regulation.~~

19 —~~4. The goal for schools/districts scoring below the 70th percentile shall be to increase the~~  
20 ~~Overall Score by 0.7 of a standard deviation in each year.~~

21 —~~5. The goal for schools/districts scoring at or above the 70th percentile shall be to increase~~  
22 ~~Overall Score by 0.35 of a standard deviation in each year.~~

23 —~~(c) Categories of schools and districts shall be determined in the following manner:~~

1 ~~—1. All schools and districts at or above the 90th percentile shall be called Distinguished. In~~  
2 ~~addition, if the school or district makes its AMO goal they shall be called Progressing.~~

3 ~~—2. All schools and districts at or above the 70th percentile but under the 90th percentile shall~~  
4 ~~be called Proficient. In addition, if the school or district makes its AMO goal they shall also be~~  
5 ~~called Progressing.~~

6 ~~—3. All schools and districts below the 70th percentile shall be called Needs Improvement~~  
7 ~~schools unless the school or district met its AMO goal. If the school or district meets its AMO~~  
8 ~~goal it shall be called Progressing.~~

9 ~~—(2) If data cannot be calculated for any component, the weights shall be redistributed equally~~  
10 ~~to components that shall be reported for the school or district.~~

11 ~~—(3) Reporting of component scores and the Overall Score shall include the numeric score and~~  
12 ~~the classification resulting from that score. A directional indicator shall also be reported with the~~  
13 ~~overall and component scores to indicate whether the scores are advancing or declining from~~  
14 ~~previous year scores.~~

15 ~~—Section 5. Categories for recognition, support and consequences. (1) Schools and districts~~  
16 ~~shall be placed in categories for the purposes of recognition, support, and consequences based~~  
17 ~~upon the Overall Score and classification. Categories for the purposes of recognition, support~~  
18 ~~and consequences shall be as follows:~~

19 ~~—(a) "Kentucky Schools or Districts of Distinction" shall include Kentucky Highest-~~  
20 ~~Performing elementary, middle or high schools or districts that have also received school or~~  
21 ~~district accreditation from a recognized accreditation organization and that score at the 95th~~  
22 ~~percentile or higher on the Overall Score.~~

1 ~~—(b) "Kentucky Highest Performing Schools or Districts" shall include elementary, middle or~~  
2 ~~high schools or districts that score at the 90th percentile or higher on the Overall Score. Districts~~  
3 ~~shall not qualify as a Highest Performing District if any of their schools are categorized as~~  
4 ~~Kentucky Focus Schools or Kentucky Priority Schools.~~

5 ~~—(c) "Kentucky High Progress Schools or Districts" shall include:~~

6 ~~—1. Title I schools that have an improvement score indicating the school is in the top 10% of~~  
7 ~~improvement of Title I elementary schools, middle schools, or high schools as determined by the~~  
8 ~~difference in the two most recent calculations of the Overall Score;~~

9 ~~—2. Non Title I schools that have an improvement score indicating the school is in the top 10%~~  
10 ~~of improvement of all elementary schools, middle schools, or high schools as determined by the~~  
11 ~~difference in the two most recent calculations of the Overall Score; and~~

12 ~~—3. Districts that have an improvement score indicating the district is in the top 10% of~~  
13 ~~improvement of all districts as determined by the difference in the two most recent calculations~~  
14 ~~of the Overall Score.~~

15 ~~—(d) "Kentucky Focus Schools or Districts" shall include:~~

16 ~~—1. Title I schools that have a Student Gap Group score in the bottom 10% of Student Gap~~  
17 ~~Group scores for all Title I elementary schools, middle schools and high schools that have failed~~  
18 ~~to make AMO and AYP for the last two consecutive years;~~

19 ~~—2. Non Title I schools that have a Student Gap Group score in the bottom 10% of Student~~  
20 ~~Gap Group scores for all elementary schools, middle schools and high schools that have failed to~~  
21 ~~make AMO and AYP for the last two consecutive years;~~

22 ~~—3. High schools that have a graduation rate that has been less than 60% for two consecutive~~  
23 ~~years;~~

1 — 4. Schools that have an individual student performance group of more than 25 students  
2 within assessment grades by level with a score that is in the third standard deviation below the  
3 state average for all students;

4 — 5. Districts that have a Student Gap Group score in the bottom 10% of Student Gap Group  
5 scores for all districts and that have failed to make AMO and AYP for the last two consecutive  
6 years; and

7 — 6. In order to exit Kentucky Focus School or District status, a school or district must meet  
8 AMO and AYP goals for two consecutive years and must no longer be identified by the  
9 applicable percent calculation.

10 — (e) "Kentucky Priority Schools or Districts" shall include:

11 — 1. Schools that have been identified as "Persistently low achieving schools (PLAS)" as  
12 defined by KRS 160.346; and

13 — 2. Districts that have an Overall Score in the bottom 5% of Overall Scores for all districts that  
14 have failed to make AMO and AYP for the last two consecutive years.

15 — (f) In order to exit Kentucky Priority School or District status, a school or district must meet  
16 AMO and AYP goals for two consecutive years and must no longer be identified by the  
17 applicable percent calculation.

18 — Section 6. Conditions for Recognition or Consequences. (1) Schools and districts identified  
19 in Section 5 of this administrative regulation shall continue to meet eligibility criteria in order to  
20 retain their designation and receive recognition for that category.

21 — (2) Schools and districts identified as Kentucky Priority Schools or Districts or Kentucky  
22 Focus Schools or Districts shall not be eligible for recognition as Kentucky Proficient Schools or  
23 Districts, Kentucky Highest Performing Schools or Districts or Kentucky Schools or Districts of

1 ~~Distinction, but may receive recognition as Kentucky High Progress Schools or Districts, if they~~  
2 ~~meet eligibility criteria set forth in Section 5 (1) (c) of this regulation.~~

3 ~~—(3) Beginning in 2013, schools and districts must meet AMO and AYP goals in order to~~  
4 ~~qualify for any level of recognition.~~

5 ~~—Section 7. Recognition. Schools and districts shall receive recognition based on the~~  
6 ~~attainment of one or more of the recognition categories described in Section 5. Each recognized~~  
7 ~~school or district shall be authorized to use a KDE approved web logo and other promotional~~  
8 ~~materials as may be designated by KDE reflecting the category of recognition earned. Subject to~~  
9 ~~availability of funds, financial rewards may be used in conjunction with other recognition~~  
10 ~~activities, including funding for special professional growth opportunities or support to enable~~  
11 ~~recognized schools or districts to partner with and mentor a lower performing school or district.~~  
12 ~~Kentucky Schools and Districts of Distinction shall receive special recognition as determined by~~  
13 ~~the Commissioner.~~

14 ~~—Section 8. Comprehensive school and district improvement plan process. (1) All schools and~~  
15 ~~districts shall annually develop, review and revise a comprehensive school or district~~  
16 ~~improvement plan.~~

17 ~~—(2) Elements of school and district comprehensive improvement plans shall include:~~

18 ~~—(a) Executive Summary, which shall include a vision and a mission;~~

19 ~~—(b) Needs assessment, which shall include:~~

20 ~~—1. a description of the data reviewed and the process used to develop the needs assessment,~~  
21 ~~and~~

22 ~~—2. a review of the previous plan and its implementation to inform development of the new~~  
23 ~~plan;~~

1 ~~—3. perception data gathered from the administration of a valid and reliable measure of~~  
2 ~~teaching and learning conditions;~~

3 ~~—(c) Process for development, which shall include:~~

4 ~~—1. Analysis of data to determine causes and contributing factors;~~

5 ~~—2. Prioritization of needs;~~

6 ~~—3. A process for development of goals, objectives, strategies and activities based on the needs~~  
7 ~~assessment and root cause analysis, which shall include:~~

8 ~~—4. Targets or measures of success;~~

9 ~~—5. Timelines;~~

10 ~~—6. Persons responsible;~~

11 ~~—7. A budget that includes resources needed and source of funding; and~~

12 ~~—8. A process for meaningful stakeholder communications and input;~~

13 ~~—(d) Inclusion of a set of assurances, approved by and on file with the local board of~~  
14 ~~education, with a signed declaration by the superintendent that all schools in the district are in~~  
15 ~~compliance with the requirements of the statutes and regulations included in those assurances;~~  
16 ~~and~~

17 ~~—(e) A process for annual review and revision.~~

18 ~~—(3) Continuous improvement and capacity building shall drive the development of the plan.~~

19 ~~—(4) Other required components in the process shall include:~~

20 ~~—(a) A standards based process for measuring organizational effectiveness which shall~~  
21 ~~include:~~

22 ~~—1. Purpose and Direction~~

23 ~~—2. Governance and Leadership~~

1    ~~—3. Teaching and Assessing for Learning~~  
2    ~~—4. Resources and Support Systems~~  
3    ~~—5. Using Results for Continuous Improvement~~  
4    ~~—(b) A data driven self-evaluation based on the standards, including a means to gather~~  
5    ~~meaningful stakeholder input;~~  
6    ~~—(c) A written improvement plan based on the issues identified in the self-evaluation;~~  
7    ~~—(d) A set of assurances that includes a determination of compliance with each assurance and~~  
8    ~~the ability to upload any supporting documentation needed;~~  
9    ~~—(e) Electronic submission of all elements of the plan;~~  
10   ~~—(f) Monitoring implementation of the plan through implementation and impact checks; and~~  
11   ~~—(g) Evaluation of the effectiveness based on the strategies and activities in the plan.~~  
12   ~~—Section 9. Supports and Consequences for Focus and Priority Districts. (1) Supports and~~  
13   ~~consequences shall be applied to districts identified as Kentucky Priority or Kentucky Focus~~  
14   ~~Districts. These districts shall receive notification from the Commissioner of Education within 5~~  
15   ~~days of release of the annual accountability data, identifying their category and the required~~  
16   ~~supports and consequences that shall apply.~~  
17   ~~—(2) A district that is identified as a Kentucky Priority or Kentucky Focus District for the first~~  
18   ~~time shall revise the CDIP within ninety (90) days of receiving the notice from the~~  
19   ~~Commissioner.~~  
20   ~~—(3) Kentucky Priority Districts shall receive the consequences and supports required in KRS~~  
21   ~~160.346 and 703 KAR 5:180.~~

- 1 ~~—(4) Priority and Focus districts shall use a variety of relevant sources that shall include~~  
2 ~~perception data gathered from the administration of a valid and reliable measure of teaching and~~  
3 ~~learning conditions to inform the needs assessment required by the CDIP.~~
- 4 ~~—(5) The CDIP shall include the support to be provided to schools by the district.~~
- 5 ~~—(6) The needs assessments and the revised plans for Kentucky Focus districts shall be~~  
6 ~~informed by guidance from the Commissioner’s Raising Achievement and Closing Gaps~~  
7 ~~Council.~~
- 8 ~~—(7) The CDIP for both Priority and Focus districts shall be posted to the district website, and~~  
9 ~~shall address the following areas:~~
- 10 ~~—(a) Curriculum alignment within the school(s), ensuring there is alignment with the Kentucky~~  
11 ~~Core Academic Standards as described in 704 KAR 3:303;~~
- 12 ~~—(b) Evaluation and assessment strategies to continuously monitor and modify instruction to~~  
13 ~~meet student needs and support proficient student work;~~
- 14 ~~—(c) Professional development to address the goals of the plan;~~
- 15 ~~—(d) Parental and community communication and engagement;~~
- 16 ~~—(e) Attendance improvement and dropout prevention;~~
- 17 ~~—(f) Activities to target the underperforming areas of achievement, gap, growth, college and~~  
18 ~~career readiness or graduation rate;~~
- 19 ~~—(g) Activities to target demonstrators of weakness in program reviews;~~
- 20 ~~—(h) Activities to target areas of need identified in teacher and leader effectiveness measures;~~
- 21 ~~and~~
- 22 ~~—(i) Technical assistance that will be accessed.~~

1 ~~—(8) In addition to the above requirements, the CDIP for Focus districts shall include specific~~  
2 ~~strategies to address gaps in achievement and graduation rates between the highest achieving~~  
3 ~~student performance group and the lowest achieving student performance group.~~

4 ~~—(9) Additional consequences shall apply to districts that remain in Priority and Focus status~~  
5 ~~for more than one year, as follows:~~

6 ~~—(a) A district that is identified as a Kentucky Priority District for the second or more~~  
7 ~~consecutive times or a district that remains in the Kentucky Focus District category and does not~~  
8 ~~make AMO and AYP for three consecutive compilations of the Overall Score, shall revise the~~  
9 ~~CDIP as specified in subsections (4–8) of this Section and submit it for approval by KDE within~~  
10 ~~ninety (90) days of receiving the notice from the Commissioner. Upon approval by KDE, the~~  
11 ~~CDIP shall be posted to the district website.~~

12 ~~—(b) In addition to the requirements of subsection (9) (a) of this Section, a district that is~~  
13 ~~identified as a Kentucky Priority District for the third or more consecutive time, or that remains~~  
14 ~~in the Kentucky Focus District category and does not make AMO and AYP for four consecutive~~  
15 ~~compilations of the Overall Score shall engage in the following:~~

16 ~~—1. Participate in a set of improvement strategies outlined by a district-wide accreditation~~  
17 ~~process;~~

18 ~~—2. If directed by the Department, receive the assignment of a high achieving partner district~~  
19 ~~of similar demographics for mentor activities as directed by the Department; and~~

20 ~~—3. Accept ongoing assistance and resources throughout the year as assigned or approved by~~  
21 ~~the Department.~~

22 ~~—(10) The Department shall review and approve all submissions required by this Section.~~

1     ~~—(11) The Department shall monitor implementation of CDIPS and shall provide necessary~~  
2     ~~guidance based upon information gathered from the following:~~

3     ~~—(a) Progress reports from the district;~~  
4     ~~—(b) Data reviews;~~  
5     ~~—(c) On site observations; and~~  
6     ~~—(d) Other information supplied at the district’s discretion.~~

7     ~~—Section 10. Support and Consequences for Priority and Focus Schools. (1) Supports and~~  
8     ~~consequences shall be applied to schools identified as Priority and Focus schools. These schools~~  
9     ~~and their school districts shall receive notification from the Commissioner of Education within~~  
10    ~~five (5) days of release of the annual accountability data identifying their category and the~~  
11    ~~required supports and consequences that shall apply.~~

12    ~~—(2) Priority Schools identified pursuant to KRS 160.346 as persistently lowest-achieving~~  
13    ~~schools shall also receive the supports and consequences required by that statute and 703 KAR~~  
14    ~~5:180.~~

15    ~~—(3) A district containing a school(s) in the Priority School category shall require that~~  
16    ~~school(s) to comply with the provisions in this Section for no less than three years.~~

17    ~~—(4) A school that is identified in the Kentucky Priority or Focus School category for the first~~  
18    ~~time shall revise the comprehensive school improvement plan (CSIP) and submit it for approval~~  
19    ~~by the district within ninety (90) days of receiving notice from the Commissioner.~~

20    ~~—(5) The district shall assist the school in using a variety of relevant sources that shall include~~  
21    ~~perception data gathered from the administration of a valid and reliable measure of teaching and~~  
22    ~~learning conditions to inform the needs assessment required by the CSIP.~~

- 1 ~~—(6) Priority Schools shall document meaningful family and community involvement in~~  
2 ~~selecting the intervention strategies that shall be included in the revised CSIP.~~
- 3 ~~—(7) Focus Schools shall use guidance from the Commissioner’s Raising Achievement and~~  
4 ~~Closing Gaps Council to inform their needs assessment and revised plan.~~
- 5 ~~—(8) The school’s CSIP shall include the support that will be provided by the district.~~
- 6 ~~—(9) Upon approval by the district, the CSIPs for both Priority and Focus School shall be~~  
7 ~~posted to the appropriate school website, and shall address the following areas:~~
- 8 ~~—(a) Curriculum alignment within the school, ensuring the school’s instructional program is~~  
9 ~~based on student needs, is research based, rigorous, and is aligned with the Kentucky Core~~  
10 ~~Academic Standards as described in 704 KAR 3:303;~~
- 11 ~~—(b) Provision of time for collaboration on the use of data to inform evaluation and assessment~~  
12 ~~strategies to continuously monitor and modify instruction to meet student needs and support~~  
13 ~~proficient student work;~~
- 14 ~~—(c) Professional development to address the goals of the plan;~~
- 15 ~~—(d) Parental and community communication and engagement;~~
- 16 ~~—(e) Attendance improvement and dropout prevention;~~
- 17 ~~—(f) Activities to target the underperforming areas of achievement, gap, growth, college and~~  
18 ~~career readiness or graduation rate;~~
- 19 ~~—(g) Activities to target demonstrators of weakness in program reviews;~~
- 20 ~~—(h) Activities to target areas of need identified in teacher and leader effectiveness measures;~~
- 21 ~~—(i) School safety, discipline strategies and other non academic factors that impact student~~  
22 ~~achievement, such as students’ social, emotional and health needs;~~

1 ~~—(j) Design of the school day, week, or year to include additional time for student learning and~~  
2 ~~teacher collaboration; and~~

3 ~~—(k) Technical assistance that will be accessed.~~

4 ~~—(10) The CSIP for Priority Schools shall include short-term, monthly plans for the first 90~~  
5 ~~days of implementation, and require the establishment of teacher assistance teams with intensive~~  
6 ~~year-round training focused on teacher effectiveness and school improvement in the professional~~  
7 ~~development component of their plan.~~

8 ~~—(11) The CSIP for Focus Schools shall include specific strategies to address gaps in~~  
9 ~~achievement and graduation rates between the highest-achieving student performance group and~~  
10 ~~the lowest-achieving student performance group.~~

11 ~~—(12) Additional consequences shall apply to schools that remain in Priority and Focus status~~  
12 ~~for more than one year, as follows:~~

13 ~~—(a) A school that is identified in the Kentucky Priority School category for the second or~~  
14 ~~more consecutive times, or a school that remains in the Kentucky Focus School category and~~  
15 ~~does not make AMO and AYP for three consecutive compilations of the Overall Score shall~~  
16 ~~revise the CSIP as specified in subsection 2 of this Section and submit it for approval by the~~  
17 ~~district prior to submission for approval by the Department within ninety (90) days of receiving~~  
18 ~~notice from the Commissioner. Upon approval by the Department, the CSIP shall be posted to~~  
19 ~~the school website.~~

20 ~~—(b) In addition to the requirements of paragraph (a) of this subsection, a school that is~~  
21 ~~identified in the Kentucky Priority School category for third or more consecutive time, or a~~  
22 ~~school that remains in the Kentucky Focus School category and does not make AMO and AYP~~  
23 ~~for four consecutive compilations of the Overall Score, shall engage in the following:~~

- 1    ~~—1. Participate in a set of improvement strategies outlined by either a school level or a district-~~  
2    ~~wide accreditation process.~~
- 3    ~~—2. If directed by the Department, receive the assignment of a high achieving partner school of~~  
4    ~~similar demographics for mentor activities as directed by the Department; and~~
- 5    ~~—3. Accept ongoing assistance and resources throughout the year as assigned or approved by~~  
6    ~~the Department.~~
- 7    ~~—(13) The Department shall review and approve all submissions required by this Section.~~
- 8    ~~—(14) The Department shall monitor implementation of CSIPs and shall provide necessary~~  
9    ~~guidance based upon information gathered from the following:~~
- 10   ~~—(a) Progress reports from the school through the district;~~
- 11   ~~—(b) Data reviews;~~
- 12   ~~—(c) On-site observation; and~~
- 13   ~~—(d) Other information supplied at the district's or school's discretion.~~