

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Update from the Office of Next Generation Schools and Districts (ONGSD) on performance of the Priority Schools on statewide assessments

Applicable Statute or Regulation:

KRS 160.346, 703 KAR 5:225

History/Background:

Existing Policy. Beginning in 2009, the U.S. Department of Education (USDOE) required states to identify their persistently lowest-achieving (PLA) schools to receive federal School Improvement Grant (SIG) funds and other funding under the American Recovery and Reinvestment Act (ARRA). 2010 HB 176 was passed to implement these requirements in Kentucky and provided the criteria for identifying the PLA schools.

In order to receive approval of Kentucky's Elementary and Secondary Education Act (ESEA) Flexibility Waiver, the state was required to identify the lowest-achieving schools in the state as Priority Schools. The schools that were previously identified as PLA became the Priority Schools.

Since 2009, a total of forty-one (41) schools have been identified in three cohorts:

- 2009-10 - ten schools
- 2010-11 - twelve schools
- 2011-12 - nineteen schools

Two schools have exited Priority status – Monticello High School ceased to exist in a merger of the Monticello Independent and Wayne County school districts, and Leslie County High School met the exit criteria (making adequate yearly progress (AYP) for three consecutive years, having a graduation rate of greater than 60% and being above the bottom 5% of schools in reading/math combined scores).

This report provides an update on the performance of the schools in the three cohorts listed above focused on their progress relative to the statewide assessment results. A PowerPoint is included as an attachment that summarizes the schools' performance. A great number of schools are making substantial gains and give department staff much opportunity for celebration, but some schools are still struggling to improve. All continue to need support – some to

institutionalize the gains they have worked diligently to achieve, others to attain the levels of improvement necessary for their students to be able to graduate college- and career-ready.

Three documents (attachments posted on the board's online materials system) provide background and data for this report:

- 2013 Change in TELL Rate Agreement Scatterplot
- 2013 Annual Evaluation Report – Kentucky School Improvement Grant
- TELL Kentucky Survey District 180 Priority Schools Research Brief

Impact on Getting to Proficiency:

Intentional improvement in curriculum, instructional design and delivery, assessment literacy and school leadership in these schools is required in order that every student is guaranteed an equal opportunity to be successful in school and beyond.

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Commissioner of Education

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