

Highlights of Changes Being Made to Kentucky’s ESEA Waiver Application as Part of the Waiver Extension Process

Consultation

- ❖ A section will be added summarizing all of the contacts that the Kentucky Department of Education made in seeking feedback on the white paper titled “Kentucky Department of Education’s ESEA Waiver White Paper: What Is the ESEA Waiver and Why Is It Important to Kentucky?” The feedback from these contacts on whether groups and individuals were supportive of KDE applying for the one-year waiver extension will also be included in this section.
- ❖ The revised ESEA waiver application that will be submitted in order to request the one-year waiver extension will be circulated widely to education groups and the public for feedback. A summary of this consultation and the feedback that is gained will be included in this section.

Overview

- ❖ The language dealing with strategic planning and delivery will be updated to reflect the revised and restructured 2014 plans instead of referencing the original plans.

Principle 1: College- and Career-Ready Expectations for All Students

- ❖ Technical edits will be made to refer to the most current data available instead of to the simulation data that was referenced when the application was last submitted.
- ❖ Language will be added to indicate adoption by the Kentucky Board of Education (KBE) of the Next Generation Science Standards and the timeline for social studies standards and tests in science and social studies.
- ❖ A revision will be made to clarify that Kentucky is no longer a participating state in either the Partnership for Assessment of Readiness for College and Careers (PARCC) or the Smarter Balanced Assessment Consortiums and why these changes occurred. – **Response to “Develop and Administer High-Quality Assessments” finding in ESEA Part B Monitoring Report**
- ❖ Language is being added to assure the United States Department of Education that Kentucky will continue to administer the same assessments and academic achievement standards that were implemented starting in 2011-12 and that we are currently in the third year of their administration. Additionally, it will be clear that these measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all local education agencies (LEAs). A description of the system will be included. – **Response to “Develop and Administer High-Quality Assessments” finding in ESEA Part B Monitoring Report**

Principle 2: State-Developed Differentiated Recognition, Accountability and Support

- ❖ A revision will be made showing that Kentucky is now implementing the cohort graduation rate.
- ❖ Language will be added indicating that Kentucky is working on a new career definition for alternative students that takes into account both academic and technical work readiness; this new project is scheduled to be implemented in the 2015-16 school year.

- ❖ Language will be corrected to reflect the amended timeline for the Professional Growth and Effectiveness System as approved by the United States Department of Education on January 30, 2014 in Kentucky’s waiver request. It will be fully implemented in all school districts in 2014-15 and then used for personnel decisions and accountability in 2015-16.
- ❖ Revisions will be made to reflect the correct implementation dates for the various components of the accountability system to be phased into the Overall Score.
- ❖ Clarifying language will be added to note that “Progressing” is an additional designation that is added to a school/district performance classification of distinguished, proficient or needs improvement to indicate that the school has met its AMO, student participation rate for the all students group and each subgroup, and has met its graduation rate goal.
- ❖ When the application was last submitted, it was based on simulated data. Thus, new language will be added to show that the accountability model worked as envisioned based on actual data from 2012-13.
- ❖ The link to Kentucky’s state, district and school report cards will be added to the application. When the waiver was originally submitted, the report cards were described but not yet in existence. Additionally, an e-mail went to the United States Department of Education on March 10 with evidence that the report cards now contain the missing data that was cited in the ESEA Part B Monitoring Report. – **Response to “State and Local Report Cards” finding in ESEA part B Monitoring Report**
- ❖ New language will be added citing the major research issues that have arisen from two years of implementing the system with an indication that at the end of the third year (2013-14), the Kentucky Department of Education will bring these before the Kentucky Board of Education for review with possible changes to be considered to address the concerns.
- ❖ Clarifying language will be added to explain that the designated time of when a Priority School/District exits this status is affected by school year as related to the cohort in which the school/district resides. Cohorts 1 and 2 were identified and served as persistently low-achieving (PLA) schools prior to being designated as Priority Schools under the waiver. Cohort 1 schools were PLAs under the old system for two years (2009-10 and 2010-11), and Cohort 2 schools were PLAs under the old system for one year (2010-11). 2011-12 scores do not count in the calculations because they served as the baseline year for the new accountability system when targets were set for 2012-13. Cohort 3 schools were identified in 2012-2013 under the new system. For Cohort 1 and 2 schools/districts the exit criteria uses the original system definition for school years 2009-10 and 2010-11 and schools were required to
 - make their Adequate Yearly Progress (AYP/AMO) goal for three years,
 - have a graduation rate greater than 60 percent, and
 - be above the bottom 5th percentile in math/reading combined.

For school year 2012-13, all three cohorts use the new system definition:

- make their AMO goal for three consecutive years,
 - have a graduation rate equal to or greater than 70 percent, and
 - be above the bottom 5 percent in overall performance.
- ❖ Language will be added to provide more detail on how the Kentucky Department of Education is providing professional development and technical assistance to meet the

needs of English learners and students with disabilities. – **Response to “Technical Assistance” finding in ESEA Part B Monitoring Report**

- ❖ Additional language will be provided to give an update on the recognition, support and consequences for Focus and Priority Schools/Districts since the initial submission of the ESEA waiver application. For example, consolidated monitoring, the restructured delivery plans, LEAD-Kentucky initiative, Hub Schools, Best Practices website, the new “Intervention Tab”, and State Systemic Improvement Plan for Students with Disabilities will be cited and explained along with other initiatives. Additionally, the processes for assisting Priority and Focus Schools, including the interventions of the Education Recovery Staff, will be updated to reflect how assisting these schools is actually working since we are now in the implementation phase rather than describing how we thought this would work when the original waiver was written. - **Response to “Monitoring” and “Focus Schools” findings in ESEA Part B Monitoring Report**
- ❖ More detail will be provided on how KDE is working with Focus Schools, Title I and non-Title I schools with respect to monitoring and technical assistance. – **Responses to “Monitoring” and “Focus Schools” findings in ESEA Part B Monitoring Report**
- ❖ Clarification will be provided on how funding sources from both federal and state sources are being used to meet the needs of schools under the ESEA waiver.

Principle 3: Supporting Effective Instruction and Leadership

- ❖ Principle 3 will be almost totally rewritten and replaced by new language that reflects the language of the new regulation that specifies the components and criteria of the Professional Growth and Effectiveness system (704 KAR 3:370, Professional Growth and Effectiveness System Guidelines) that the Kentucky Board of Education is considering for approval at the April 9 board meeting.