

Statutory and Regulatory Authority for Closing Gaps – Attachment A

Closing Gap	Statute or Regulation	Provisions	Key Core Work Process Associated
Curriculum, Assessment and Alignment	704 KAR 3:303, Kentucky Core Academic Standards	<p>Outlines the curriculum standards for Kentucky schools</p> <p>http://www.lrc.ky.gov/kar/704/003/303.htm</p> <p>This administrative regulation incorporates by reference the Kentucky core academic standards, which contains the general courses of study and academic content standards for use in Kentucky's common schools.</p>	Design and Deliver Curriculum
Curriculum, Assessment and Alignment	704 KAR 3:305, Minimum High School Graduation Requirements	<p>Sets the minimum graduation requirements for schools</p> <p>http://www.lrc.ky.gov/kar/704/003/305.htm</p> <p>This administrative regulation establishes the minimum requirements necessary for entitlement to a high school diploma.</p>	Monitor Legal Requirements
Curriculum, Assessment and Alignment	704 KAR 3:540	<p>Requires districts to link courses to standard course codes</p> <p>http://www.lrc.ky.gov/kar/704/003/540.htm</p> <p>This administrative regulation establishes a uniform system of coding academic courses in schools and districts through the student information system.</p>	<p>Monitor Legal Requirements</p> <p>Design and Deliver Curriculum</p>
Curriculum, Assessment and Alignment	KRS 158.6453 (Senate Bill 1)	Sets the requirements and supports for state assessment system	Monitor Legal Requirements

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		http://www.lrc.ky.gov/KRS/158-00/6453.PDF	Design, align and deliver support processes
Continuous Instructional Improvement System	KRS 158.6451	Supports for state assessment system (Model Curriculum Framework) http://www.lrc.ky.gov/KRS/158-00/6451.PDF	Design, align and deliver support processes
New Accountability Model	KRS 158.6453, 158.6455	Sets the requirements and supports for state assessment system http://www.lrc.ky.gov/KRS/158-00/6453.PDF Sets the rewards and consequences of the Kentucky Accountability System http://www.lrc.ky.gov/Statutes/statute.aspx?id=3556	Review, analyze and use data results Design, align and deliver support processes Monitor legal requirements
KSI/RTI	KRS 158.305 704 KAR 3:095	KRS 158.305(2) requires the Kentucky Board of Education to promulgate administrative regulations for the district-wide use of a response-to-intervention system for students in Kindergarten through Grade 3.	Design and deliver curriculum Design and delivery instruction

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		http://www.lrc.ky.gov/Statutes/statute.aspx?id=40169 This administrative regulation establishes the requirements for a district-wide response-to-intervention system for students in Kindergarten through Grade 3. http://www.lrc.ky.gov/kar/704/003/095.htm	Design and deliver assessment literacy Review, analyze and use data results Design, align and deliver support processes Establish learning culture & environment
KSI/RTI	704 KAR 3:305	Sets the minimum graduation requirements for schools and includes a transition course requirement This administrative regulation establishes the minimum requirements necessary for entitlement to a high school diploma. http://www.lrc.ky.gov/kar/704/003/305.htm	Design and delivery instruction Design and deliver assessment literacy Review, analyze and use data results Design, align and deliver support processes
KSI/RTI	KRS 158.6543	Senate Bill I	Design and deliver

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		http://www.lrc.ky.gov/KRS/158-00/6453.PDF	<p>curriculum</p> <p>Design and delivery instruction</p> <p>Design and deliver assessment literacy</p> <p>Review, analyze and use data results</p> <p>Design, align and deliver support processes</p> <p>Establish learning culture environment</p> <p>Align community support partners</p>
KSI/RTI	KRS 158.6459	<p>Intervention strategies for accelerated learning</p> <p>http://www.lrc.ky.gov/KRS/158-00/6459.PDF</p>	<p>Design and deliver curriculum</p> <p>Design and deliver instruction</p> <p>Design and deliver</p>

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			<p>assessment literacy</p> <p>Review, analyze and use data results</p> <p>Design, align and deliver support processes</p>
KSI/RTI	KRS 158.649	<p>Achievement gaps</p> <p>http://www.lrc.ky.gov/KRS/158-00/649.PDF</p>	<p>Design and deliver curriculum</p> <p>Design and delivery instruction</p> <p>Design and deliver assessment literacy</p> <p>Review, analyze and use data results</p> <p>Design, align and deliver support processes</p> <p>Establish learning culture environment</p>

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			Align community support partners
KSI/RTI	KRS 158.792 704 KAR 3:480	RTA http://www.lrc.ky.gov/KRS/158-00/792.PDF KRS 158.792(3) requires KBE to promulgate administrative regulations to establish an application process and the criteria for funding reading diagnostic and intervention grants from the Read to Achieve Act of 2005, established in KRS 158.792. This administrative regulation establishes the application process and selection criteria. http://www.lrc.ky.gov/kar/704/003/480.htm	Monitor legal requirements
KSI/RTI	KRS 164.0207	Collaborative for Literacy Development http://www.lrc.ky.gov/KRS/164-00/0207.PDF	Monitor legal requirements
KSI/RTI	KRS 158.844 704 KAR 3:530	Mathematics Achievement Fund KRS 158.844(7)(b) requires the Kentucky Board of Education to promulgate an administrative regulation for administration of the Mathematics Achievement Fund.	Monitor legal requirements

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Closing Gap	Statute or Regulation	Provisions	Key Core Work Process Associated
		http://www.lrc.ky.gov/krs/158-00/844.pdf This administrative regulation establishes the application and approval process for receipt of funds and the requirements and process for distribution of funds. http://www.lrc.ky.gov/kar/704/003/530.htm	
KSI/RTI	KRS 158.070	School term continuing education time http://www.lrc.ky.gov/KRS/158-00/070.PDF	Monitor legal requirements
KSI/RTI	KRS 158.070 (9) 704 KAR 3:390	KRS 158.070(8) requires schools to provide continuing education for students who need additional instructional time to achieve the outcomes defined in KRS 158.6451. KRS 158.070(9) requires the Kentucky Board of Education to promulgate administrative regulations establishing criteria for the allotment of grants to local school districts to provide these services and for waivers to deliver those services during the regular school day. http://www.lrc.ky.gov/Statutes/statute.aspx?id=43000 This administrative regulation establishes requirements for extended school services.	Design, align and deliver support processes

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Closing Gap	Statute or Regulation	Provisions	Key Core Work Process Associated
		http://www.lrc.ky.gov/kar/704/003/390.htm	
Program Reviews	KRS 158.6453 (SB 1)	Includes Program Reviews in the state assessment system KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced statewide assessment program that measures the achievement of students, schools and districts, complies with the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor and ensures accountability. http://www.lrc.ky.gov/KRS/158-00/6453.PDF	Monitor legal requirements Design and deliver assessment literacy
Program Reviews (Instructional Programs and Support)	703 KAR 3:230	This administrative regulation establishes the program review requirements for district and school accountability. http://www.lrc.ky.gov/kar/703/005/230.htm	Monitor legal requirements
Literacy (RTA)	KRS 158.792 704 KAR 3:480	Read To Achieve KRS 158.792(3) requires the board to promulgate administrative regulations to establish an application process and the criteria for funding reading diagnostic and intervention grants from the Read to Achieve Act of 2005, established in KRS 158.792.	Design, align and deliver support processes Design and deliver assessment literacy Monitor legal

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Closing Gap	Statute or Regulation	Provisions	Key Core Work Process Associated
		http://www.lrc.ky.gov/KRS/158-00/792.PDF This administrative regulation establishes the application process and selection criteria. http://www.lrc.ky.gov/kar/704/003/480.htm	requirements
Mathematics	KRS 158.848	Advancement of Science, Technology, Engineering, Mathematics and Advanced Placement and International Baccalaureate http://www.lrc.ky.gov/krs/158-00/848.pdf	Design and deliver instruction Design, align, deliver support processes (sub-group focus)
Mathematics	KRS 164.525	Center for Mathematics http://www.lrc.ky.gov/krs/164-00/525.pdf	Monitor legal requirements
Mathematics	KRS 158.842	Committee for Mathematics Achievement http://www.lrc.ky.gov/krs/158-00/842.pdf	Monitor legal requirements
Mathematics	KRS 158.844 704 KAR 3:530	Mathematics Achievement Fund KRS 158.844(7)(b) requires the Kentucky Board of Education to promulgate an administrative regulation for administration of the Mathematics Achievement Fund.	Monitor legal requirements Design and deliver assessment literacy

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Closing Gap	Statute or Regulation	Provisions	Key Core Work Process Associated
		http://www.lrc.ky.gov/krs/158-00/844.pdf This administrative regulation establishes the application and approval process for receipt of funds and the requirements and process for distribution of funds. http://www.lrc.ky.gov/kar/704/003/530.htm	Design, align and deliver support processes
Mathematics	KRS 158.847	Science and mathematics advancement fund http://www.lrc.ky.gov/krs/158-00/847.pdf	Monitor legal requirements Design, align and deliver support processes
Mathematics	KRS 158.803	Early Mathematics Testing Program http://www.lrc.ky.gov/krs/158-00/803.pdf	Monitor legal requirements
School Readiness and Early Learning	KRS 157.3175 704 KAR 3:410	Preschool education program KRS 157.3175 authorizes preschool education programs for "at risk" four (4) year old children and authorizes that administrative regulations be promulgated to establish eligibility criteria, program guidelines, and standards for personnel.	Design, align and deliver support processes Align community support partners

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Closing Gap	Statute or Regulation	Provisions	Key Core Work Process Associated
		http://www.lrc.ky.gov/krs/157-00/3175.pdf This administrative regulation establishes the criteria for the preschool education program for "at risk" four (4) year old children, including procedures for a grant allocation system, eligibility criteria for children to be served, guidelines for program operation, and standards for personnel. http://www.lrc.ky.gov/kar/704/003/410.htm	
School Readiness and Early Learning	KRS 157.318	Regional Training Centers http://www.lrc.ky.gov/krs/157-00/318.pdf	Align community support partners
School Readiness and Early Learning	KRS 157.226 702 KAR 3:250	Preschool Program for Disabled Children KRS 157.226 authorizes preschool programs and related services for handicapped children who are three (3) or four (4) years of age or who may become age five (5) after October 1 of the current year and authorizes the State Board for Elementary and Secondary Education to promulgate administrative regulations regarding the use of funds; and KRS 157.3175 authorizes preschool education programs for four (4) year old children who are at risk of educational failure and authorizes the State Board for Elementary and Secondary Education to establish a grant allocation system.	Review, analyze and use data results Design, align and deliver support processes

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		http://www.lrc.ky.gov/krs/157-00/226.pdf This administrative regulation is necessary to implement those state board duties. http://www.lrc.ky.gov/kar/702/003/250.htm	
School Readiness and Early Learning	704 KAR 3:420	Preschool Associate Teachers This administrative regulation establishes the criteria for paraprofessional instructional personnel, including a differentiated job description from certified teachers, qualifications for the position, and responsibilities for certified personnel providing supervision of preschool associate teachers. http://www.lrc.ky.gov/kar/704/003/420.htm	Design, align and deliver support processes
School Readiness and Early Learning	704 KAR 3:440	Primary Program Guidelines KRS 158.030 establishes the primary school program and requires the promulgation of administrative regulations to address methods for verifying successful completion of the primary school program.	Monitor legal requirements Align community support partners

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Closing Gap	Statute or Regulation	Provisions	Key Core Work Process Associated
		http://www.lrc.ky.gov/kar/704/003/440.htm	
School Readiness and Early Learning	704 KAR 5:070	<p>Common Kindergarten Entry Screener</p> <p>This administrative regulation establishes minimum requirements for administration of a common kindergarten entry screener in school districts, to determine a student's readiness for school in the five (5) domains of school readiness established in this administrative regulation.</p> <p>http://www.lrc.ky.gov/kar/704/005/070.htm</p>	<p>Monitor legal requirements</p> <p>Align community support partners</p> <p>Review, analyze, use data results</p>
Continuous Improvement	703 KAR 5:140	<p>This administrative regulation establishes the standards for a school and district report card.</p> <p>http://www.lrc.ky.gov/kar/703/005/140.htm</p>	Monitor legal requirements
Continuous Improvement	KRS 158.782 703 KAR 5:190	<p>KRS 158.782 requires the Kentucky Board of Education to promulgate administrative regulations to set forth the criteria for highly skilled education assistance to schools.</p> <p>http://www.lrc.ky.gov/Statutes/statute.aspx?id=3585</p> <p>This administrative regulation establishes the criteria for the</p>	<p>Design, align and deliver support processes</p> <p>Review, analyze and use</p>

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		Kentucky District 180 Assistance Program. http://www.lrc.ky.gov/kar/703/005/190.htm	data results
Continuous Improvement	703 KAR 3:205	This administrative regulation outlines the operational procedures for the management improvement program. http://www.lrc.ky.gov/kar/703/003/205.htm	Design, align and deliver support processes Review, analyze and use data results
Continuous Improvement	KRS 160.346 703 KAR 5:260	KRS 160.346 requires the KBE to promulgate administrative regulations to establish the process for implementing school interventions and alternate management options for schools, districts, and the state for persistently low-achieving schools, now identified as priority schools. Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended, (Title I or ESEA) requires the KBE to identify the state's lowest-achieving schools (referenced in KRS 160.346 as "persistently low-achieving schools") as "priority schools", and for those priority schools to follow the requirements of 20 U.S.C. 6303(g) regarding school intervention options. http://www.lrc.ky.gov/Statutes/statute.aspx?id=40246	Design, align and deliver support processes Review, analyze and use data results

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		<p>This administrative regulation establishes the process and procedures for implementing school interventions and alternate governance options for priority schools and districts.</p> <p>http://www.lrc.ky.gov/kar/703/005/260reg.htm</p>	
Continuous Improvement	703 KAR 5:225	<p>http://www.lrc.ky.gov/kar/703/005/225.htm</p> <p>This administrative regulation establishes the statewide system of accountability, recognition, support, and consequences, and meets requirements of the U.S. Department of Education to receive approval of a state-level waiver of specific requirements of the federal No Child Left Behind Act of 2001 pursuant to 20 U.S.C. 7861.</p>	<p>Design, align and deliver support processes</p> <p>Review, analyze and use data results</p> <p>Monitor legal requirements</p>
Continuous Improvement	Title I A	<p>Designed to help disadvantaged children reach high standards.</p> <p>District requirements</p> <p>http://education.ky.gov/federal/progs/tia/Documents/2012-13%20Title%20I%20Part%20A%20Handbook%2007-25-12.pdf</p>	<p>Design, align and deliver support processes</p> <p>Establish learning culture/environment</p>

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			Review, analyze and use data results
Continuous Improvement	Title I B	Reading skill improvement...this is where Reading First, Early Reading, and First..Even Start were. http://www2.ed.gov/policy/elsec/leg/esea02/pg4.html	Design, align and deliver support processes Review, analyze and use data results
Continuous Improvement	Title I C	Migrant Education is a federal entitlement program designed to provide supplementary education and human resources services to highly mobile children up to and through age twenty-one (21).	Design, align and deliver support processes Review, analyze and use data results Monitor legal requirements
Continuous	Title I D	Advanced Placement Test fee program located here	Design, align and deliver support

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Improvement		<p>Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected (N), Delinquent (D), or At-Risk embodies three intertwined collaborative goals.</p> <p>Those goals are to:</p> <ol style="list-style-type: none"> 1. Improve educational services for children and youth who are N or D so that they have the opportunity to meet challenging state academic content and achievement standards; 2. Provide children and youth who are N or D with services so that they can successfully transition from institutionalization to further schooling or employment; and 3. Prevent youth from dropping out of school and provide youth who have dropped out and youth returning from correctional facilities with a support system to ensure their continued education. 	<p>processes</p> <p>Review, analyze and use data results</p> <p>Monitor legal requirements</p>
Continuous Improvement	Title II A	Title II, Part A funds are provided to districts to increase student academic achievement through strategies such as improving teacher and principal effectiveness and increasing the number of highly qualified and effective teachers in the classroom and highly qualified and effective principals and assistant principals in schools.	<p>Design, align and deliver support processes</p> <p>Review, analyze and use</p>

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		http://tepdL.dpi.wi.gov/programs/esea-title-ii-part-a	data results Monitor legal requirements
Continuous Improvement	Title II Part B	The Mathematics and Science Partnership Program discretionary grant is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.	Align community support partners Design and deliver curriculum Design and deliver instruction Design and deliver assessment literacy
	Title II C	Innovation for Teacher Quality Troops to Teachers. National writing project, Technology, Civic Education	Design and deliver support processes Align community support partners

Continuous Improvement	Title III	Language instruction for Limited English Proficient and Immigrant Students	<p>Design and delivery curriculum</p> <p>Design and delivery instruction</p> <p>Design, align and deliver support processes</p> <p>Review, analyze and use data results</p> <p>Establish learning culture/environment</p> <p>Monitor legal requirements</p>
Continuous Improvement	Title IV	21st Century Schools	<p>Align community support partners</p> <p>Establish learning</p>

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			culture/environment
	Title V	Promoting informed parental choice and innovative programs http://www2.ed.gov/policy/elsec/leg/esea02/pg57.html#sec501	Monitoring legal requirements
Continuous Improvement	Title IX	Flexibility	Monitoring legal requirements