

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Update 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). HB 176 (2010) 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 previously identified as PLA became the Priority Schools.

Four schools have exited Priority status – Leslie County High School, Caverna High School, Sheldon Clark High School and East Carter High School. These schools met 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 is an update on the performance of the schools in the three cohorts and is focused on their progress relative to the statewide assessment results. A great number of schools are making substantial gains and give 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 attached documents provide background and data for this report:

- Kentucky Priority Schools – What the Data Tells Us: Executive Summary
- Priority School Report
- 2014 Annual Evaluation Report – Kentucky School Improvement Grant

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.

Contact Person:

Kelly Foster, Ed.D.
Associate Commissioner
Office of Next Generation Schools and Districts
502-564-5130
Kelly.Foster@education.ky.gov

A handwritten signature in black ink, appearing to read "Kelly Foster", written in a cursive style.

Commissioner of Education

Date:

February 2015