

## **KENTUCKY DEPARTMENT OF EDUCATION**

### **STAFF NOTE**

#### **Review Item:**

703 KAR 5:280, School improvement procedures (First Reading)

#### **Rationale:**

To ask the Kentucky Board of Education (KBE) to establish a system of school improvement supports. Such supports are necessary in order to provide schools and districts with interventions that build capacity in school leadership, establish a positive school climate and culture, and promote data-driven decision making to support school improvement. This regulation is necessary to provide the school improvement framework of Kentucky's Every Student Succeeds Act (ESSA) consolidated state plan.

#### **Applicable Statute or Regulation:**

20 U.S.C. 6311; KRS 156.029(7); KRS 156.070(5); KRS 158.6453; KRS 158.6455; KRS 160.346; 703 KAR 5:225; 703 KAR 5:260; 703 KAR 5:190

#### **History/Background:**

***Existing Policy:*** Under Title I Part A of the ESSA, states receiving federal funding associated with that part of the law shall “establish a system of meaningfully differentiating, on an annual basis, all public schools in the State.” (Section 1111(c)(4)(C)). ESSA then requires, using that state-developed system of meaningful differentiation, that schools be identified for comprehensive support and improvement or targeted support and improvement (Section 1111(c)(4)(D)). The passage of Senate Bill I (SB 1) during the 2017 Kentucky Legislative Session updated the statutory framework in the area of school improvement in order to meet the new requirements of the federal law.

***Summary:*** Kentucky has been recognized nationally for its success in the area of school improvement (see the study by Mass Insight found at the following link: <https://cepa.stanford.edu/sites/default/files/wp17-05-v201706.pdf>). Looking forward and considering the freedoms permitted in the ESSA, Kentucky seeks to expand upon its successes to continue serving its struggling schools.

In accordance with the provisions of ESSA and SB 1, Title I and non-Title I schools with low accountability performance and ratings will be identified for Targeted Support and Improvement, as well as Comprehensive Support and Improvement. The following criteria for identification are provided in SB 1:

**Comprehensive Support and Improvement:**

- CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019);
- CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018- 2019); or
- CSI III: Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022).

**Targeted Support and Improvement:**

- Tier I Targeted Support (Early Warning) – Consistently Underperforming Subgroups: One or more subgroups performing as poorly as all students in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance, for two consecutive years (identified annually, beginning 2020-2021);
- Tier II Targeted Support (Low Performance) – Low performing Subgroup(s): One or more subgroups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance (identified annually beginning 2018-19).

This regulation establishes the systems and support to be provided for identified schools, as well as the timelines for administration of the required school and LEA audits, creation and implementation of turnaround and school improvement plans, the support provided by KDE or other entities as provided in SB 1 and exit criteria for identified schools.

***Budget Impact:*** Kentucky receives \$800,000 in federal funding under Title I Part A to support school improvement in identified schools.

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**Commissioner of Education**

**Date:**

December 2017