

KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE

Topic: Amendment to 703 KAR 5:225

Date: April 2020

Action Requested: ☐ Review ☒ Action/Consent ☐ Action/Discussion

Held In: ☒ Full Board ☐ Curriculum, Instruction and Assessment ☐ Operations

SUMMARY OF ISSUE BEFORE THE BOARD:

To take action on the proposed amendments to 703 KAR 5:225, *Continuous improvement planning for schools and districts*, in order to create necessary flexibilities to eliminate future administrative burden on KDE, schools and districts.

COMMISSIONER'S RECOMMENDATION:

The Commissioner recommends approval of the proposed amendments to 703 KAR 5:225, *Continuous improvement planning for schools and districts*, in order to create necessary flexibilities to eliminate future administrative burden on KDE, schools and districts.

APPLICABLE STATUTE OR REGULATION:

KRS 158.645, 158.649, 158.6451, 158.6453, 158.6455, 160.346, 20 U.S.C. 6311

BACKGROUND:

Existing Policy:

The Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), 20 U.S.C 6301, requires states receiving Title I Part A funding to adopt a system of accountability. An element of that accountability system is a system of goal making and planning that is utilized by schools and districts. Districts will address identified needs through setting goals in their Comprehensive School Improvement Plan (CSIP) and Comprehensive District Improvement Plan (CDIP), which will be reviewed annually. Much of Kentucky's support and monitoring activities for all schools and districts regarding federal and state programs center around the development, revision and monitoring of the CSIP or CDIP.

Summary of Issue:

The Comprehensive School and District Improvement Plans (CSIPs and CDIPs) are an essential element of Kentucky's continuous improvement planning. School and district improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

The CSIP and CDIP include state and federally mandated reporting and planning, such as:

- Achievement Gap Plan
- Title I Needs Assessment
- School Improvement and Turnaround Plans for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) Schools
- Equitable Access Diagnostic
- School and District Safety Report
- Professional Learning Plan
- Non-Traditional Instruction Plan
- English Learner Service Plan (Lau Plan)

The amendments to 703 KAR 5:225 create added flexibility to reduce administrative burden for KDE, schools and districts by removing named diagnostics, clarifying timelines, and creating provisions for the inclusion of new plan elements created by other state statute or regulation.

Budget Impact:

These amendments do not change the CSIP or CDIP process and do not create additional fiscal burdens for schools, districts, or the KDE.

GROUPS CONSULTED AND BRIEF SUMMARY OF RESPONSES:

This regulation was reviewed by the Principal Advisory Council at its meeting on March 16. The regulation will go before the Local Superintendent Advisory Council (LSAC) at its March 30 meeting. Comments from the LSAC will be received by the April KBE meeting.

CONTACT PERSON(S):

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Commissioner of Education

Category:	<input type="checkbox"/> Educator Workforce Diversity Commitment	<input type="checkbox"/> Portrait of a Graduate Partnerships	<input type="checkbox"/> Racial Equity
	<input type="checkbox"/> Student-Centered Accountability System	<input type="checkbox"/> Early Childhood	<input checked="" type="checkbox"/> District Support