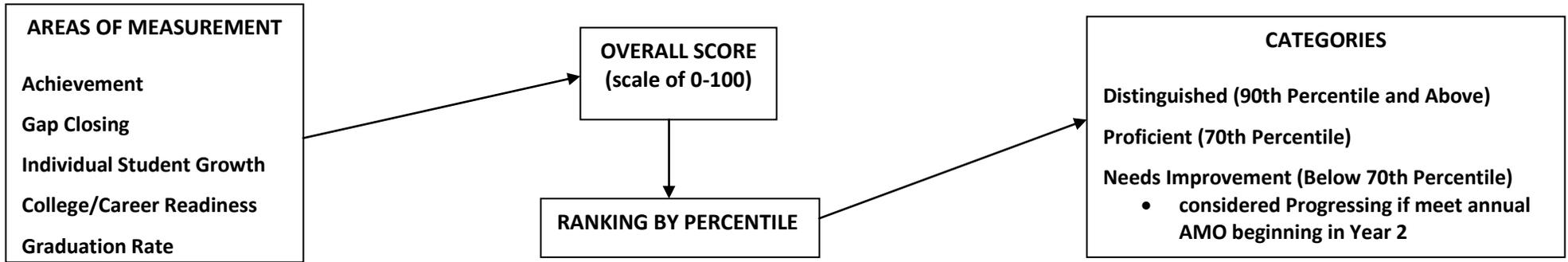


KENTUCKY'S PUBLIC SCHOOL/DISTRICT UNBRIDLED LEARNING: COLLEGE/CAREER-READY FOR ALL ACCOUNTABILITY MODEL



Recognition Categories

- **Schools/Districts of Distinction** (highest-performing elementary, middle and high schools or districts – those with overall scores at the 95th percentile or higher)
- **Highest-Performing Schools/Districts** (elementary, middle and high schools or districts with overall scores at the 90th percentile or higher)
- **High-Progress Schools/Districts** (Title I and non-Title I schools showing the highest progress, as compared to their peers (top 10% of improvement), and districts showing the highest progress, as compared to their peers (top 10% of improvement); applied in Year 2 of the model because must have two years of data)

These schools/districts will receive recognition of achievements, such as Web logos and other promotional materials. Subject to availability of funds, financial rewards may be applied in conjunction with other recognition activities. They also will serve as models for lower-performing schools/districts.

Consequence Categories

- **Focus Schools** (schools with the lowest achievement gap scores statewide (bottom 10%) and failing to make AMO for two consecutive years; high schools with graduation rates below 60 percent for two consecutive years; and schools with low scores among individual student gap groups)
- **Focus Districts** (districts that have a gap group score in the bottom 10 percent of gap group scores for all districts)
- **Priority Schools** (41 currently; formerly known as Persistently Low-Achieving or PLA; must be identified as defined by the education recovery processes of KRS 160.346)
- **Priority Districts** (districts that have an overall score in the bottom five percent for all districts that have failed to make their AMO goals for three consecutive years)

Support for Schools/Districts

- **All Schools/Districts:** Per 703 KAR 5:222, all schools/districts are to annually develop, review and revise a Comprehensive School or District Improvement Plan (CSIP or CDIP). The state planning tool is provided to assist in plan development.
- **Focus Schools/Districts and Priority Schools/Districts:**
 - **Initial identification** -- Revise CSIPs or CDIPs to address area of weakness causing identification -- gap (Focus Schools/Districts) or achievement (Priority Schools/Districts) -- and post on appropriate website. Use state planning tool and address delivery plan goals. Submit CSIPs for collaboration and approval by the superintendent and reflect what supports are to be provided by district. For CDIPs, indicate what supports the district will provide to schools. For Focus School and District plans, use guidance from the Commissioner's Raising Achievement/Closing Gaps Council and the Commissioner's Parents Advisory Council to write needs assessments and revise improvement plans. For Priority School and District plans, adhere to the help and consequences outlined in KRS 160.346 and 703 KAR 5:180.
 - **Second or more consecutive identification (Priority School/District or Focus School/District not making AMO for three consecutive times)** -- Follow all previously outlined requirements found above with addition that CSIP or CDIP is also submitted to KDE for approval.
 - **Third or more consecutive identification (Priority School/District or Focus School/District not making AMO for four consecutive times)** -- Follow all previously outlined requirements plus participate in set of improvement strategies outlined by state accreditation process, be assigned a high-achieving partner district as mentor if directed by KDE and accept ongoing assistance as assigned or approved by KDE.