

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2016-17

KENTUCKY



PART I DUE THURSDAY, DECEMBER 14, 2017
PART II DUE THURSDAY, FEBRUARY 15, 2018

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

PRIVACY PROTECTED VERSION

SOME DATA IN THIS REPORT HAVE BEEN SUPPRESSED OR BLURRED TO PROTECT STUDENT PRIVACY.

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2016-17 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- | **Performance Goal 1:** By SY 2014-15, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- | **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- | **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required *EDFacts* submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2016-17 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 14, 2017**. Part II of the Report is due to the Department by **Thursday, February 15, 2018**. Both Part I and Part II should reflect data from the SY 2016-17, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

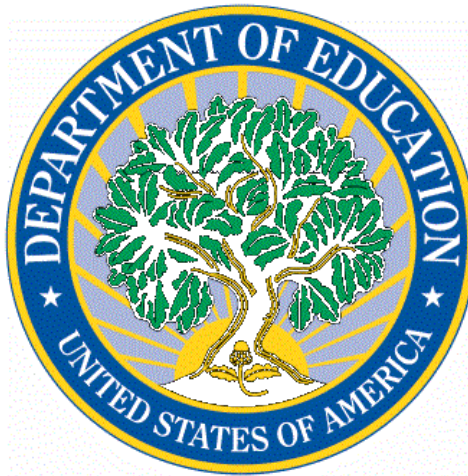
The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2016-17 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2016-17 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0724
		Expiration Date: 5/31/2018
<p style="text-align: center;">Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001</p>		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2016-17 <input type="checkbox"/> Part II, 2016-17		
Name of State Educational Agency (SEA) Submitting This Report: Kentucky Department of Education		
Address: 300 Sower Blvd., 5th Floor Frankfort, Kentucky 40601		
Person to contact about this report:		
Name: Leslie Slaughter		
Telephone: 502-564-3141		
Fax: 502-564-5680		
e-mail: Leslie.Slaughter@education.ky.gov		
Name of Authorizing State Official: (Print or Type): Stephen Pruitt		
Signature _____		<u>Thursday, March 1, 2018, 2:26:52 PM</u> Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2016-17



**PART I DUE DECEMBER 14, 2017
5PM EST**

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act (ESEA)*, as amended, academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

1.1.1 Academic Content Standards

Indicate below whether your state has made or is planning to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science since the State's content standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the revisions or changes.

Response	Options
	No revisions or changes to academic content standards in mathematics, reading/language arts or science made or planned.
<u>State has revised or changed</u>	State has revised or changed its academic content standards in mathematics, reading/language arts or science or is planning to make revisions to or change its academic content standards in mathematics, reading/language arts or science. Indicate below the year these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2016-17) or Not Applicable.

Academic Content Standards	Mathematics	Reading/Language Arts	Science
Academic Content Standards	SY 2017-18	SY 2017-18	N/A

If the responses above do not fully describe revisions or changes to your State's academic content standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

In June 2010, the Kentucky Board of Education gave final approval to 704 KAR 3:303, the regulation related to the Kentucky Academic Standards for English/language arts and mathematics. In June 2013, the Next Generation Science Standards (NGSS) were approved to be the Kentucky Academic Standards for Science.
Currently, Kentucky is in the process of reviewing and revising all academic content standards. Senate Bill 1 (2017) calls for the Kentucky Department of Education to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-18 school year. The bill calls for one or two content areas to be reviewed each year and every six years thereafter on a rotating basis. The rotation schedule began during the summer of 2017 by soliciting feedback on English language arts and mathematics with revisions expected in 2017-18. Science standards are scheduled for revision in 2020-21.

1.1.1.1 Academic Achievement Standards in Mathematics, Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the State's academic achievement standards in mathematics, reading/language arts or science since the State's academic achievement standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include changes to academic achievement standards based on any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*.

Response	Options
	No revisions or changes to academic achievement standards in mathematics, reading/language arts or science made or planned.
<u>State has revised or changed</u>	State has changed its academic achievement standards or is planning to change its academic achievement standards in mathematics, reading/language arts or science. Indicate below either the school year in which these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2016-17) or Not Applicable.

Academic Achievement Standards for	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	SY 2019-20	SY 2019-20	SY 2017-18
Regular Assessments in High School	SY 2018-19	SY 2018-19	SY 2018-19
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	SY 2019-20	SY 2019-20	SY 2016-17

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

For reading and mathematics, Kentucky set the current academic achievement standards in 2011-12 with the first administration K-PREP. At high school, Kentucky is field testing EOC items in 2017-18 for new assessments and academic achievement standards in 2018-19. All reading and mathematics content standards are being revised in 2017-18 with development planned for 2018-19 with new assessments and academic achievement standards scheduled for 2019-20.
For Science, instructional implementation of the content standards began in 2014-15. New assessments and academic achievement standards were implemented for the Alternate K-PREP in 2016-17, while the regular K-PREP was field tested in 2016-17 at grades 4 and 7 with new assessments and

1.1.2 Assessments in Mathematics, Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the States academic assessments in mathematics, reading/language arts or science since the States academic assessments were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

Response	Options
	No changes to assessments in mathematics, reading/language arts or science made or planned.
<u>State has revised or changed</u>	State has changed or is planning to change its assessments in mathematics, reading/language arts or science. Indicate below the year these changes were implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2016-17) or Not Applicable.

Academic Assessments	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	SY 2019-20	SY 2019-20	SY 2017-18
Regular Assessments in High School	SY 2018-19	SY 2018-19	SY 2018-19
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	SY 2019-20	SY 2019-20	SY 2016-17

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

For reading and mathematics, the first administration of K-PREP was in 2011-12. At high school, Kentucky is field testing EOC items in 2017-18 for new assessments in 2018-19. All reading and mathematics content standards are being revised in 2017-18 with assessment development planned for 2018-19 with assessments based on revised standards scheduled for 2019-20.

For Science, new assessments and academic achievement standards were implemented for the Alternate K-PREP in 2016-17, while the regular K-PREP was field tested in 2016-17 at grades 4 and 7 with new assessments scheduled for 2017-18. For high school, the biology EOC assessment is being field tested in 2017-18 with new assessments scheduled for 2018-19.

1.1.3 Grants for State Assessments and Related Activities**1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2016-17, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b)	94.00
To administer assessments required by Section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	6.00
Comments: The response is limited to 4,000 characters.	

1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2016-17 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b)	<u>No</u>
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by Section 1111(b)	<u>Yes</u>
Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7)	<u>No</u>
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	<u>Yes</u>
Developing multiple measures to increase the reliability and validity of State assessment systems	<u>Yes</u>
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	<u>No</u>
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (<i>IDEA</i>) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	<u>No</u>
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	<u>Yes</u>
Other	<u>No</u>
Comments: The response is limited to 4,000 characters.	

1.2 PARTICIPATION IN STATE ASSESSMENT²

This section collects data on the participation of students in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

² The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

1.2.1 Participation of All Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "limited English proficient (LEP) students" includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	353,499	99.7
American Indian or Alaska Native	S	444	>=99
Asian or Pacific Islander	S	6,618	99.3
Asian	S	6,192	S
Native Hawaiian or other Pacific Islander	S	426	>=99
Black or African American	S	36,980	99.5
Hispanic or Latino	S	22,722	99.5
White	S	273,950	99.7
Two or more races	S	12,758	99.8
Children with disabilities (<i>IDEA</i>)	S	44,967	99.5
Limited English proficient (LEP) students	S	10,267	99.2
Economically disadvantaged students	S	217,088	99.7
Migratory students	S	1,162	>=99
Male	S	180,899	99.7
Female	S	172,600	99.7

Comments: The response is limited to 4,000 characters.

1.2.2 Participation of Students with Disabilities (*IDEA*) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	9,919	22.06
Regular Assessment with Accommodations	30,910	68.74
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	4,138	9.20
Total	44,967	////////////////////////////////////

Comments: The response is limited to 4,000 characters.

1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	355,787	99.7
American Indian or Alaska Native	S	444	>=99
Asian or Pacific Islander	S	6,643	99.2
Asian	S	6,196	S
Native Hawaiian or other Pacific Islander	S	447	>=99
Black or African American	S	37,124	99.5
Hispanic or Latino	S	23,150	99.3
White	S	275,519	99.7
Two or more races	S	12,881	99.7
Children with disabilities (<i>IDEA</i>)	S	45,622	99.6
Limited English proficient (LEP) students	S	10,657	98.4
Economically disadvantaged students	S	219,450	99.7
Migratory students	S	1,180	98
Male	S	182,176	99.6
Female	S	173,611	99.7
Comments: The response is limited to 4,000 characters.			

1.2.3.1 Recently Arrived LEP Students Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived LEP students (as defined in 34 C.F.R. Part 200.6(b)(4)) included in the participation counts in 1.2.3 who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment, as permitted under 34 C.F.R. Part 200.20.

Recently Arrived LEP Students	#
Recently arrived LEP students who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment	1,267

1.2.4 Participation of Students with Disabilities (*IDEA*) in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on students with disabilities (*IDEA*) who are also LEP students in the U.S. less than 12 months who took the ELP in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	10,439	22.88
Regular Assessment with Accommodations	31,089	68.14
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	4,073	8.93
LEP < 12 months, took ELP	21	0.05
Total	45,622	////////////////////////////////////
Comments: The response is limited to 4,000 characters.		

1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	S	49,420	98.0
American Indian or Alaska Native	S	64	94
Asian or Pacific Islander	S	936	95
Asian	S	876	95
Native Hawaiian or other Pacific Islander	S	60	94
Black or African American	S	4,990	96.3
Hispanic or Latino	S	2,476	96
White	S	39,694	98.4
Two or more races	S	1,254	98
Children with disabilities (<i>IDEA</i>)	S	5,771	97.5
Limited English proficient (LEP) students	S	903	88
Economically disadvantaged students	S	27,559	97.9
Migratory students	S	107	>=95
Male	S	25,272	97.9
Female	S	24,148	98.1

Comments: The response is limited to 4,000 characters. The participation percentages are correct based on student demographical data pulled from the state student information system.

1.2.6 Participation of Students with Disabilities (*IDEA*) in Science Assessment

This section is similar to 1.2.2 and collects data on the State's science assessment.

The data provided should include science participation results from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	1,066	18.47
Regular Assessment with Accommodations	2,999	51.97
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	1,706	29.56
Total	5,771	////////////////////////////////////

Comments: The response is limited to 4,000 characters. Because of field testing the regular assessment test for grades 4 and 7 but the alternate assessment was operational for those grade, the number of student that were assessed alternate are include in the count but there were not regular assessed students to include.

1.3 STUDENT ACADEMIC ACHIEVEMENT³

This section collects data on student academic achievement on the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (LEP) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

1.3.2 Student Academic Achievement in Reading/Language Arts

This section is similar to 1.3.1. The only difference is that this section collects data on the States reading/language arts assessment, and the difference noted in the paragraph below.

The student group "limited English proficient (LEP) students" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency in lieu of the States reading/language arts assessment. Do not include former LEP students.

1.3.3 Student Academic Achievement in Science

This section is similar to 1.3.1. The only difference is that this section collects data on the States science assessment administered at least once in each of the following grade spans: 3 through 5, 6 through 9, and 10 through 12.

Limited English Proficient (LEP) students include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

³ The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	52,361	S	50.8
American Indian or Alaska Native	59	S	37
Asian or Pacific Islander	966	S	68
<i>Asian</i>	879	S	70
<i>Native Hawaiian or other Pacific Islander</i>	87	S	46
Black or African American	5,520	S	30.0
Hispanic or Latino	3,960	S	39.9
White	39,550	S	54.6
Two or more races	2,299	S	47
Children with disabilities (<i>IDEA</i>)	8,125	S	31.1
Limited English proficient (LEP) students	2,821	S	29
Economically disadvantaged students	34,209	S	42.1
Migratory students	203	S	29
Male	26,746	S	50.8
Female	25,615	S	50.7
Comments: The response is limited to 4,000 characters.			

1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	52,107	S	55.8
American Indian or Alaska Native	59	S	53
Asian or Pacific Islander	916	S	65
<i>Asian</i>	831	S	66
<i>Native Hawaiian or other Pacific Islander</i>	85	S	55
Black or African American	5,454	S	32.8
Hispanic or Latino	3,865	S	42.8
White	39,507	S	60.2
Two or more races	2,299	S	53
Children with disabilities (<i>IDEA</i>)	8,117	S	38.9
Limited English proficient (LEP) students	2,569	S	29
Economically disadvantaged students	34,027	S	47.2
Migratory students	190	S	31
Male	26,616	S	52.8
Female	25,491	S	59.0
Comments: The response is limited to 4,000 characters.			

1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Science at the elementary school level is assessed at 4th grade			

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	52,579	S	47.7
American Indian or Alaska Native	65	S	40
Asian or Pacific Islander	955	S	66
<i>Asian</i>	883	S	68
<i>Native Hawaiian or other Pacific Islander</i>	72	S	35
Black or African American	5,514	S	25.9
Hispanic or Latino	3,799	S	36.7
White	39,897	S	51.8
Two or more races	2,345	S	41
Children with disabilities (<i>IDEA</i>)	7,696	S	28.1
Limited English proficient (LEP) students	1,851	S	17
Economically disadvantaged students	33,965	S	38.5
Migratory students	212	S	27
Male	26,815	S	48.5
Female	25,764	S	47.0

Comments: The response is limited to 4,000 characters. Because of field testing the science regular assessment, the science counts are base only on the student that were assessed alternately.

1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	52,355	S	49.9
American Indian or Alaska Native	65	S	43
Asian or Pacific Islander	908	S	61
<i>Asian</i>	836	S	63
<i>Native Hawaiian or other Pacific Islander</i>	72	S	40
Black or African American	5,445	S	27.2
Hispanic or Latino	3,727	S	37.2
White	39,861	S	54.3
Two or more races	2,345	S	44
Children with disabilities (<i>IDEA</i>)	7,694	S	33.2
Limited English proficient (LEP) students	1,631	S	14
Economically disadvantaged students	33,786	S	40.6
Migratory students	198	S	31
Male	26,684	S	48.4
Female	25,671	S	51.5

Comments: The response is limited to 4,000 characters. The difference in the number of EL student assessed for RLA vs Mathematics is a result of 1st year students are not required to attempt the RLA assessment but are for Mathematics. The Percent of students Scoring at or above Proficient or Black or African American and Hispanic or Latino are correct.

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	568	S	34
American Indian or Alaska Native	1	S	S
Asian or Pacific Islander	8	S	S
<i>Asian</i>	8	S	<50
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American	61	S	33
Hispanic or Latino	38	S	39
White	434	S	34
Two or more races	26	S	35
Children with disabilities (<i>IDEA</i>)	568	S	34
Limited English proficient (LEP) students	20	S	<=20
Economically disadvantaged students	472	S	35
Migratory students	3	S	S
Male	384	S	33
Female	184	S	35

Comments: The response is limited to 4,000 characters. The number of student assessed above is based on Alternate assessed students only because the regular assessment was a field test for the new science standards in Kentucky

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	51,271	S	48.4
American Indian or Alaska Native	70	S	49
Asian or Pacific Islander	976	S	67
<i>Asian</i>	914	S	69
<i>Native Hawaiian or other Pacific Islander</i>	62	S	40
Black or African American	5,218	S	26.8
Hispanic or Latino	3,620	S	38.8
White	39,325	S	52.0
Two or more races	2,061	S	42
Children with disabilities (<i>IDEA</i>)	7,000	S	27.2
Limited English proficient (LEP) students	1,409	S	15
Economically disadvantaged students	32,391	S	38.6
Migratory students	186	S	26
Male	26,434	S	48.2
Female	24,837	S	48.7
Comments: The response is limited to 4,000 characters. The Percent of students Scoring at or above Proficient are correct.			

1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	51,067	S	57.3
American Indian or Alaska Native	70	S	56
Asian or Pacific Islander	933	S	67
<i>Asian</i>	873	S	69
<i>Native Hawaiian or other Pacific Islander</i>	60	S	40
Black or African American	5,162	S	34.0
Hispanic or Latino	3,546	S	44.2
White	39,294	S	61.6
Two or more races	2,061	S	54
Children with disabilities (<i>IDEA</i>)	6,995	S	34.7
Limited English proficient (LEP) students	1,206	S	13
Economically disadvantaged students	32,234	S	47.8
Migratory students	176	S	30
Male	26,328	S	53.6
Female	24,739	S	61.3
Comments: The response is limited to 4,000 characters. The Percent of students Scoring at or above Proficient are correct.			

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Science at the elementary school level is administered at the 4th grade.			

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	50,048	S	49.0
American Indian or Alaska Native	60	S	50
Asian or Pacific Islander	951	S	70
<i>Asian</i>	891	S	72
<i>Native Hawaiian or other Pacific Islander</i>	60	S	43
Black or African American	5,221	S	25.2
Hispanic or Latino	3,215	S	36.6
White	38,755	S	53.1
Two or more races	1,842	S	41
Children with disabilities (<i>IDEA</i>)	6,171	S	22.9
Limited English proficient (LEP) students	1,178	S	10
Economically disadvantaged students	30,951	S	38.1
Migratory students	158	S	27
Male	25,630	S	46.2
Female	24,418	S	52.0

Comments: The response is limited to 4,000 characters. The difference in the number of EL student assessed for RLA vs Mathematics is a result of 1st year students are not required to attempt the RLA assessment but are for Mathematics.

1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	49,849	S	59.0
American Indian or Alaska Native	60	S	58
Asian or Pacific Islander	921	S	69
<i>Asian</i>	861	S	71
<i>Native Hawaiian or other Pacific Islander</i>	60	S	47
Black or African American	5,159	S	36.0
Hispanic or Latino	3,125	S	46.3
White	38,738	S	63.1
Two or more races	1,842	S	53
Children with disabilities (<i>IDEA</i>)	6,174	S	31.5
Limited English proficient (LEP) students	976	S	11
Economically disadvantaged students	30,787	S	49.3
Migratory students	149	S	33
Male	25,514	S	54.4
Female	24,335	S	63.8

Comments: The response is limited to 4,000 characters. The Percent of students Scoring at or above Proficient are correct.

1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Science at the middle school level is administered at the 7th grade.			

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	50,075	S	43.2
American Indian or Alaska Native	70	S	29
Asian or Pacific Islander	965	S	65
<i>Asian</i>	911	S	67
<i>Native Hawaiian or other Pacific Islander</i>	54	S	39
Black or African American	5,154	S	19.7
Hispanic or Latino	2,984	S	30
White	39,291	S	46.9
Two or more races	1,608	S	39
Children with disabilities (<i>IDEA</i>)	5,934	S	18.8
Limited English proficient (LEP) students	1,163	S	8
Economically disadvantaged students	30,328	S	31.6
Migratory students	172	S	18
Male	25,617	S	42.5
Female	24,458	S	43.8

Comments: The response is limited to 4,000 characters. Because of field testing the science regular assessment, the science counts are base only on the student that were assessed alternately.

1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	49,875	S	54.6
American Indian or Alaska Native	70	S	44
Asian or Pacific Islander	942	S	67
<i>Asian</i>	889	S	68
<i>Native Hawaiian or other Pacific Islander</i>	53	S	51
Black or African American	5,092	S	30.0
Hispanic or Latino	2,882	S	44
White	39,278	S	58.5
Two or more races	1,608	S	51
Children with disabilities (<i>IDEA</i>)	5,936	S	24.5
Limited English proficient (LEP) students	952	S	10
Economically disadvantaged students	30,163	S	44.3
Migratory students	160	S	34
Male	25,509	S	49.5
Female	24,366	S	60.0

Comments: The response is limited to 4,000 characters. The difference in the number of EL student assessed for RLA vs Mathematics is a result of 1st year students are not required to attempt the RLA assessment but are for Mathematics.

1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	580	S	31
American Indian or Alaska Native			
Asian or Pacific Islander	12	S	<50
<i>Asian</i>	12	S	<50
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American	66	S	15
Hispanic or Latino	29	S	28
White	462	S	34
Two or more races	11	S	<50
Children with disabilities (<i>IDEA</i>)	580	S	31
Limited English proficient (LEP) students	23	S	<=20
Economically disadvantaged students	476	S	34
Migratory students	2	S	S
Male	382	S	34
Female	198	S	25

Comments: The response is limited to 4,000 characters. The number of student assessed above is based on Alternate assessed students only because the regular assessment was a field test for the new science standards in Kentucky

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	49,899	S	48.7
American Indian or Alaska Native	61	S	48
Asian or Pacific Islander	933	S	73
<i>Asian</i>	884	S	74
<i>Native Hawaiian or other Pacific Islander</i>	49	S	43
Black or African American	5,369	S	25.7
Hispanic or Latino	2,924	S	39
White	39,142	S	52.2
Two or more races	1,468	S	44
Children with disabilities (<i>IDEA</i>)	5,692	S	17.9
Limited English proficient (LEP) students	1,150	S	13
Economically disadvantaged students	29,903	S	37.7
Migratory students	144	S	33
Male	25,559	S	45.3
Female	24,340	S	52.3

Comments: The response is limited to 4,000 characters. The Percent of students Scoring at or above Proficient are correct. The difference in the number of EL student assessed for RLA vs Mathematics is a result of 1st year students are not required to attempt the RLA assessment but are for Mathematics.

1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	49,736	S	57.2
American Indian or Alaska Native	61	S	52
Asian or Pacific Islander	911	S	71
<i>Asian</i>	864	S	72
<i>Native Hawaiian or other Pacific Islander</i>	47	S	55
Black or African American	5,333	S	32.1
Hispanic or Latino	2,836	S	47
White	39,126	S	61.2
Two or more races	1,467	S	54
Children with disabilities (<i>IDEA</i>)	5,690	S	23.0
Limited English proficient (LEP) students	984	S	9
Economically disadvantaged students	29,768	S	46.5
Migratory students	135	S	28
Male	25,475	S	51.2
Female	24,261	S	63.5

Comments: The response is limited to 4,000 characters. The Percent of students Scoring at or above Proficient are correct.

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Science at the middle school level is administered at 7th grade.			

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	47,266	S	38.7
American Indian or Alaska Native	59	S	39
Asian or Pacific Islander	872	S	63
<i>Asian</i>	830	S	64
<i>Native Hawaiian or other Pacific Islander</i>	42	S	48
Black or African American	4,984	S	18.4
Hispanic or Latino	2,220	S	30
White	37,990	S	41.4
Two or more races	1,135	S	34
Children with disabilities (<i>IDEA</i>)	4,349	S	12.7
Limited English proficient (LEP) students	695	S	15
Economically disadvantaged students	25,341	S	28.1
Migratory students	87	S	24
Male	24,098	S	36.7
Female	23,168	S	40.7

Comments: The response is limited to 4,000 characters. The difference in the number of Hispanic or Latino and EL students assessed for RLA vs Mathematics is a result of 1st year EL students are not required to attempt the RLA assessment but are for Mathematics. Demographic identification is pulled from the state student information system are correct.

1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	49,531	S	56.6
American Indian or Alaska Native	59	S	56
Asian or Pacific Islander	892	S	61
<i>Asian</i>	830	S	62
<i>Native Hawaiian or other Pacific Islander</i>	62	S	53
Black or African American	5,131	S	34.8
Hispanic or Latino	2,645	S	44
White	39,543	S	60.3
Two or more races	1,256	S	54
Children with disabilities (<i>IDEA</i>)	4,995	S	16.5
Limited English proficient (LEP) students	1,081	S	5
Economically disadvantaged students	27,668	S	45.1
Migratory students	120	S	26
Male	25,370	S	49.6
Female	24,161	S	63.9

Comments: The response is limited to 4,000 characters. Demographic identification is pulled from the state student information system are correct.

1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	48,272	S	41.9
American Indian or Alaska Native	63	S	48
Asian or Pacific Islander	916	S	59
<i>Asian</i>	856	S	60
<i>Native Hawaiian or other Pacific Islander</i>	60	S	40
Black or African American	4,863	S	19.1
Hispanic or Latino	2,409	S	30
White	38,798	S	45.4
Two or more races	1,217	S	33
Children with disabilities (<i>IDEA</i>)	4,623	S	12.3
Limited English proficient (LEP) students	860	S	4
Economically disadvantaged students	26,611	S	29.9
Migratory students	102	S	9
Male	24,506	S	41.5
Female	23,766	S	42.3

Comments: The response is limited to 4,000 characters. Demographic identification is pulled from the state student information system are correct. The Percent of students Scoring at or above Proficient are correct.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on accountability.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2016-17 (based on SY 2015-16 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2016-17
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members, not including the principal, relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
Comments: The response is limited to 4,000 characters. During 2016-17, there were not any schools identified in corrective action.	

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2016-17 (based on SY 2015-16 assessments under Section 1111 of *ESEA*).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	
Comments: The response is limited to 4,000 characters. During 2016-17, there were not any schools identified in restructuring.	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

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1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Focus Districts were required to revise their district improvement plans and post the plans on their websites. These districts' improvement plans were required to address specific components to ensure the reduction of student achievement gaps and graduation rate gaps.

Various tools and diagnostics within and accompanying Kentucky's planning module were provided and geared toward gap reduction. These tools included 30-60-90-day plans; "The Missing Piece" parent involvement tool and resources; program reviews; a work place conditions survey; and others. Extensive resources, guidance, and trainings were provided to ensure that all districts knew how to access and effectively use these tools.

Throughout the year, all Focus Districts had opportunities to participate in professional development supported by various offices within the Kentucky Department of Education. Opportunities included participation in instructional leadership networks; content leadership networks; and other curricular and instructional professional development.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *ESEA* were implemented in SY 2016-17 (based on SY 2015-16 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2016-17
Implemented a new curriculum based on State standards	0
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the end of SY 2015-16 and beginning of SY 2016-17 as a corrective action)	0
Comments: The response is limited to 4,000 characters. During 2016-17, the SEA continued to serve Priority and Focus school and did not have any schools in corrective action. This information has been updated in the State Submission Plan.	

1.4.8 Sections 1003(a) and (g) School Improvement Funds

In the section below, "schools in improvement" refers to Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

1.4.8.5 Use of Sections 1003(a) and (g) School Improvement Funds.**1.4.8.5.1 Section 1003(a) State Reservations**

In the space provided, enter the percentage of the FY 2016 (SY 2016-17) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of *ESEA* and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of *ESEA*: 4.00 %

Comments: The response is limited to 4,000 characters.

1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools

The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003(a) and 1003(g) Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part I of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2016-17.

This response is limited to 8,000 characters.

During the 2016-17 school year, the state provided technical assistance to schools awarded 1003(g) funds via Educational Recovery staff. Educational Recovery staff were responsible for helping to identify needs; develop and carry-out a plan to meet those needs and build capacity within the schools; and monitor the school's progress in meeting those needs and improving student achievement.

Evaluation of the 1003(g) School Improvement Grant program was provided through a contract awarded to the University of Kentucky.

1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Sections 1003(a) and 1003(g).

In the space below, describe actions (if any) taken by your State in SY 2016-17 that were supported by **funds other than Sections 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Sections 1116 of *ESEA*.

The response is limited to 8,000 characters.

Focus and Priority Schools were required to revise their district improvement plans. These schools' improvement plans were required to address specific components to ensure the reduction of student achievement gaps and graduation rate gaps.

Various tools and diagnostics within and accompanying Kentucky's planning module were provided and geared toward gap reduction. These tools included 30-60-90-day plans; "The Missing Piece" parent involvement tool and resources; program reviews; a work place conditions survey; and others. Extensive resources, guidance, and trainings were provided to ensure that all schools knew how to access and effectively use these tools.

Throughout the year, all Focus and Priority Schools had opportunities to participate in professional development supported by various offices within the Kentucky Department of Education. Opportunities included participation in instructional leadership networks; content leadership networks; and other curricular and instructional professional development.

Each Title I, Part A served district is provided a consultant by the Kentucky Department of Education. These consultants help districts find solutions to Title I, Part A issues that may occur at the district and school levels. The KDE has a dedicated staff member who works with focus schools and focus schools data. This consultant provides Focus Schools with resources or contacts to resources and serves as the point of contact and lead for review of Comprehensive School and Improvement Plans (CSIPs).

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III program.

1.6.1 Language Instruction Educational program

In the table below, place a check next to each type of language instruction educational program implemented in the State, as defined under Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

Table 1.6.1 Definitions:

1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in http://www.ncela.us/files/rcd/BE021775/Glossary_of_Terms.pdf.
2. **Other Language** = Name of the language of instruction, other than English, used in the programs.

Check Types of Programs	Type of Program	Other Language
<u>Yes</u>	Dual language	Spanish
<u>Yes</u>	Two-way immersion	Spanish
<u>Yes</u>	Transitional bilingual	Spanish
<u>No</u>	Developmental bilingual	
<u>No</u>	Heritage language	
<u>Yes</u>	Sheltered English instruction	////////////////////////////////////
<u>Yes</u>	Structured English immersion	////////////////////////////////////
<u>Yes</u>	Specially designed academic instruction delivered in English (SDAIE)	////////////////////////////////////
<u>Yes</u>	Content-based ESL	////////////////////////////////////
<u>Yes</u>	Pull-out ESL	////////////////////////////////////
<u>Yes</u>	Other (explain in comment box below)	////////////////////////////////////

The response is limited to 8,000 characters.

Newcomer programs. GEO International High School in Warren County.

1.6.2 Student Demographic Data**1.6.2.1 Number of ALL LEP Students in the State**

In the table below, provide the October 1 count of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- o Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program.
- o Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	21,877
Comments: The response is limited to 4,000 characters. The number of all EL students in the state is generated on October 1 whereas the number tested is identified during the EL testing window (January-February). Therefore, the count of the students and number of students tested are not the same and cannot be compared.	

1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

In the table below, provide the October 1 count of LEP students in the State who received services in Title III language instructional education programs.

LEP Students Receiving Services	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	20,519
Comments: The response is limited to 4,000 characters. The number of all EL students who received services in a Title III language instructional education program (LIEP) is generated on October 1 whereas the number tested is identified during the EL testing window (January-February). Therefore, the count of the students and number of students tested are not the same and cannot be compared.	

1.6.2.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	13,881
Arabic	1,184
Somali	722
Swahili	550
Nepali	489

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

--

1.6.3 Student Performance Data

This section collects data on LEP students' English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency (ELP) assessment (as defined in 1.6.2.1).

All LEP Testing	#
Number tested on State annual ELP assessment	23,721
Number not tested on State annual ELP assessment	405
Total	24,126
Comments: The response is limited to 4,000 characters. The number of all EL students in the state is generated on October 1 whereas the number tested is identified during the EL testing window (January-February). Therefore, the count of the students and number of students tested are not the same and cannot be compared.	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

All LEP Results	#
Number attained proficiency on State annual ELP assessment	S
Percent attained proficiency on State annual ELP assessment	6.8
Comments: The response is limited to 4,000 characters.	

1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, provide the number of Title III LEP students tested and not tested on annual State English language proficiency assessment.

Title III LEP Testing		#
Number tested on State annual ELP assessment		22,550
Number not tested on State annual ELP assessment		384
Total		22,934
Comments: The response is limited to 4,000 characters. The number of all EL students in the state is generated on October 1 whereas the number tested is identified during the EL testing window (January-February). Therefore, the count of the students and number of students tested are not the same and cannot be compared.		

In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined. Report this number ONLY if the State did not include them in the calculations for making progress (# and % making progress).

Title III First Time Tested		#
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined.		6,802

1.6.3.2.2 Title III LEP English Language Proficiency Results

This section collects information on Title III LEP students' development of English and attainment of English proficiency.

Table 1.6.3.2.2 Definitions:

- Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the Consolidated State Application (CSA), or as amended.
- Attained Proficiency** = Number and percent of Title III LEP students that met the State definition of "Attainment" of English language proficiency submitted to ED in the Consolidated State Application (CSA), or as amended.
- Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12.

Title III Results	Results #	Results %
Making progress		
Attained proficiency	S	6.7
Comments: The response is limited to 4,000 characters. In 2016-2017, Kentucky administered ACCESS 2.0 from WIDA for the English Proficiency assessment, whereas in 2015-2016 Kentucky administered ACCESS 1.0. The two tests are not comparable so Kentucky can't determine progress without 2 years of data from the same assessment. Kentucky and WIDA had a standard setting for ACCESS 2.0 in the summer of 2017 and set proficiency at 4.5 overall on Tier B or C. Therefore, attainment can be determined with the new assessment. Kentucky has a ticket (17-75556) open and has been awaiting guidance from OSS. OSS informed Kentucky that the guidance will not be available in time for the submission deadline and that the ticket will remain open until official guidance is presented.		

1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)).

1.6.3.5.1 LEP Students Assessed in Native Language

In the table below, check "Yes" if the specified assessment is used.

Native Language Testing	Yes/No
State offers the State reading/language arts content tests in the students' native language(s).	<u>No</u>
State offers the State mathematics content tests in the students' native language(s).	<u>No</u>
State offers the State science content tests in the students' native language(s).	<u>No</u>
Comments: The response is limited to 4,000 characters.	

1.6.3.5.2 Native Language of Mathematics Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for mathematics.

Language(s)
Comments: The response is limited to 4,000 characters. Kentucky only provides math assessments in English.

1.6.3.5.3 Native Language of Reading/Language Arts Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for reading/language arts.

Language(s)
Comments: The response is limited to 4,000 characters. Kentucky only provides reading/language arts assessments in English.

1.6.3.5.4 Native Language of Science Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for science.

Language(s)
Comments: The response is limited to 4,000 characters. Kentucky only provides science assessments in English.

1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in all grades.

Monitored Former LEP (MFLEP) students include:

- ▮ Students who have transitioned out of a language instruction educational program.
- ▮ Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

Table 1.6.3.6.1 Definitions:

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
3,414	2,753	6,167
Comments: The response is limited to 4,000 characters.		

1.6.3.6.2 MFLEP Students Results for Mathematics

In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.2 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students who did not score proficient on the State annual mathematics assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
5,751	S	50.3	S
Comments: The response is limited to 4,000 characters.			

1.6.3.6.3 MFLEP Students Results for Reading/Language Arts

In the table below, report results for MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.3 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
5,744	S	50.7	S
Comments: The response is limited to 4,000 characters.			

1.6.3.6.4 MFLEP Students Results for Science

In the table below, report results for MFLEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are MFLEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.4 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
390	S	26	S
Comments: The response is limited to 4,000 characters.			

1.6.4 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.6.4.3 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

Termination of Title III Programs		Yes/No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?		<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.		
Comments: The response is limited to 4,000 characters.		

1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant students.

Note: All immigrant students are not LEP students.

1.6.5.1 Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

Table 1.6.5.1 Definitions:

1. **Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who only receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1)Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
8,958	6,387	6

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction educational programs as required under Section 3123(b)(5).

1.6.6.1 Teacher Information

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

Note: Section 3301(8) – The term ‘ Language instruction educational program ’ means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English as a second language.

Title III Teachers		#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.		202
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.		400

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

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* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

Table 1.6.6.2 Definitions:

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1 and 1.6.4.1).
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities.

Professional Development (PD) Topics	# Subgrantees
Instructional strategies for LEP students	41
Understanding and implementation of assessment of LEP students	40
Understanding and implementation of ELP standards and academic content standards for LEP students	32
Alignment of the curriculum in language instruction educational programs to ELP standards	18
Subject matter knowledge for teachers	23
Other (Explain in comment box)	17

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	42	7,174
PD provided to LEP classroom teachers	41	787
PD provided to principals	38	584
PD provided to administrators/other than principals	38	313
PD provided to other school personnel/non-administrative	32	819
PD provided to community based organization personnel	21	206
Total	//////////	9,883

The response is limited to 8,000 characters.

<p>Professional Development (PD) that is included consists of:</p> <ul style="list-style-type: none"> -Kentucky Department of Education (KDE) hosted WIDA Professional Development on Engaging ELs in Science and Formative Language Assessment workshops. -KDE provided PD using the Stanford Understanding Language ELA Unit. -KDE provided professional development for new district EL Coordinators. -Kentucky Department of Education provided end-of-the-year training for all district EL Coordinators. <p>The Northern Kentucky Cooperative for Educational Services (NKCES) EL consultant established a working relationship between the mainstream classroom teachers and EL teacher (if applicable) at the beginning of the school year. The EL Consultants provided the teachers with information regarding the students' educational and home language backgrounds, reviewed the modifications and accommodations outlined in the students' Program Services Plans (PSPs), and was available to answer any questions that the teachers had regarding implementation of the PSPs. The teachers and consultants remained in contact throughout the school year. Teachers contacted the consultants when they had questions about educational decisions regarding the EL students and the consultants contacted the teachers to ensure implementation of the PSPs and to closely monitor student progress. The NKCES EL consultants were also available to meet with mainstream teachers when needed to suggest strategies that would benefit EL students in the classroom including methods of differentiating instruction as well as appropriate accommodations and modifications.</p> <p>LEA staff participated in SIOP training.</p> <p>LEA staff participated in culturally responsive Response to Intervention (RTI).</p> <p>LEA EL staff provided training on using the WIDA Can Do descriptors and using to modify and provide accommodations for ELs in the general education setting. This was for all staff including administrators and counselors.</p> <p>LEA hosted a n Equity conference for all staff and had two sessions specific to ELs and culture.</p> <p>LEA had professional development specifically for working with newcomer EL Students.</p>

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from U.S. Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2016-17 funds July 1, 2016, and then made these funds available to subgrantees on August 1, 2016, for SY 2016-17 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/1/16	7/6/16	5
Comments: The response is limited to 4,000 characters. Technically the funds were made available on July 1, 2016, but the released date is based on the approved application of the consolidated plan in the Grant Management Application and Planning (GMAP) system the state implemented statewide in 2016. The date of the award notification was July 6, 2016.		

1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

Kentucky has now implemented the online Grant Management Application and Planning (GMAP) system for all districts to use. This system allows school districts to apply for and manage grant applications. It provides a single point of communication between district personnel and KDE in the application review, approval and update processes, including a history of the communication.

1.7 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.doc>.

Persistently Dangerous Schools		#
Persistently Dangerous Schools		0
Comments: The response is limited to 4,000 characters.		

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	163	163
LEAs with subgrants	14	14
Total	177	177
Comments: The response is limited to 4,000 characters.		

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.9.1.1 Homeless Children And Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth Enrolled in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)	719	522
K	1,657	1,074
1	1,578	936
2	1,617	949
3	1,536	939
4	1,463	871
5	1,375	808
6	1,195	778
7	1,121	740
8	1,222	668
9	1,305	1,059
10	1,183	559
11	951	435
12	1,035	424
Ungraded	8	3
Total	17,965	10,765

Comments: The response is limited to 4,000 characters.

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth - LEAs <u>With</u> Subgrants
Shelters, transitional housing	1,317	1,138
Doubled-up (e.g., living with another family)	14,492	7,329
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	1,478	1,843
Hotels/Motels	678	455
Total	17,965	10,765

Comments: The response is limited to 4,000 characters.

FAQ on reporting homeless students:

When should States use S or STH to report homeless students? The primary nighttime residence of students who are deemed homeless under the awaiting foster care provision should be indicated as "S" for shelters, transitional housing, and awaiting foster care. After a state is no longer permitted to use the awaiting foster care placement designation for students, the primary nighttime residence of students who are in shelters or transitional housing should be coded as "STH". The majority of states may only include children and youth identified as homeless due to their status as awaiting foster care placement if they were identified prior to December 10, 2016. States covered under P.L. 114-95, Section 9105(c) may include children awaiting foster care placement until December 10, 2017. Covered states are those states that have a law that describes or defines the phrase awaiting foster care placement for the purposes of a program under the McKinney-Vento Act.

1.9.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth - LEAs <u>With</u> Subgrants
Unaccompanied homeless youth	2,498	623
Migratory children/youth	317	31
Children with disabilities (<i>IDEA</i>)	4,100	1,786
Limited English Proficient (LEP) students	526	1,812

Comments: The response is limited to 4,000 characters.

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youth by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	14
Age 3 through 5 (not Kindergarten)	519
Total	533
Comments: The response is limited to 4,000 characters.	

1.9.3 Academic Achievement of Homeless Students

The following questions collect data on the academic achievement of enrolled homeless children and youth.

1.9.3.1 Reading Assessment

In the table below, provide the number of enrolled homeless children and youth who were tested on the State reading/language arts assessment and the number and percentage of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3	1,149	S	48	647	S	34
4	1,112	S	39	606	S	32
5	1,017	S	49	558	S	34
6	891	S	50	534	S	35
7	830	S	43	497	S	32
8	857	S	49	429	S	30
High School	752	S	41	328	S	38

Comments: The response is limited to 4,000 characters.

1.9.3.2 Mathematics Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3	1,155	S	39	704	S	29
4	1,124	S	33	666	S	28
5	1,020	S	38	602	S	23
6	894	S	36	579	S	21
7	839	S	27	543	S	22
8	860	S	34	477	S	21
High School	665	S	20	284	S	22

Comments: The response is limited to 4,000 characters.

1.9.3.3 Science Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State science assessment.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3						
4	22	S	36	8	S	>=50
5						
6						
7	21	S	57	7	S	>=50
8						
High School	706	S	26	291	S	22

Comments: The response is limited to 4,000 characters. Grades 4 and 7 were assessed in Science for the 16-17 SY as a pilot for regular students; however, the alternate assessment was the only group included in the reporting. Therefore, results for 4th and 7th grade are based on the alternate assessed students in the homeless program.