



2021-2022 Improvement Planning: Living Continuous Improvement August 2021

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The U.S. Department of Education (USED) granted Kentucky a waiver of some accountability, school identification and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2020-2021 school year. By waiving school accountability for the 2020-2021 school year, Kentucky will avoid concerns about the comparability of accountability determinations within and across years. The waiver, requested by the Kentucky Department of Education (KDE), is meant to address the extraordinary situation stemming from the extended and widespread school closures due to the COVID-19 pandemic.

Kentucky’s continuous improvement model remains an effective process to ensure systems are in place for the delivery of high-quality learning opportunities for all students and the need for thoughtful planning has never been more important. Stakeholder input gathered during this crisis – as well as data from local screening, diagnostic and benchmarking assessments – can support the development of your Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP).

2021-2022 Comprehensive District and School Improvement Plans

The process and timeline for comprehensive school and district improvement planning outlined in [703 KAR 5:225](#) remains unchanged.

	Comprehensive District Improvement Plan (CDIP)	Comprehensive School Improvement Plan (CSIP)
Phase One Aug. 1 – Oct. 1	<ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Districts 	<ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Schools
Phase Two Oct. 1 – Nov. 1	<ul style="list-style-type: none"> • Needs Assessment for Districts • District Assurances • District Safety Report 	<ul style="list-style-type: none"> • Needs Assessment for Schools • School Assurances • School Safety Report
Phase Three Nov. 1 – Jan. 1	<ul style="list-style-type: none"> • Professional Development Plan for Districts • Comprehensive District Improvement Plan • Executive Summary for Districts • The Superintendent Gap Assurance 	<ul style="list-style-type: none"> • Professional Development Plan for Schools • Comprehensive School Improvement Plan • Executive Summary for Schools



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Phase Four Jan. 1 – Dec. 31	<ul style="list-style-type: none"> • English Learner Plan for Districts (Lau Plan) – New • Continuation of Learning Plan for Districts (Due May 1) • Progress Monitoring 	<ul style="list-style-type: none"> • Progress Monitoring
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2021-2022 Goal Setting Options

CSIPs and CDIPs are developed as three-year plans. The continuous improvement process involves re-evaluating needs and strategies each year to determine if revisions are warranted. The lack of complete K-PREP data from the 2020-2021 school year creates a challenge for goal setting on the 2021-2022 required planning templates. Cognia’s Continuous Improvement Platform (formerly eProve) has a new name, but the process for completing diagnostics remains the same.

When updating the planning template, KDE suggests the following options for consideration:

1. Create goals aligned to your own formative and summative assessment data

- You may have an assessment system that includes formative and summative assessments that provides district-wide or school-wide data. Such data may be used to set and evaluate goals for the 2021-2022 school year.
- Current strategies and activities should be viewed in relation to changing needs and priorities.
- You will need to open and complete a new diagnostic and template in the Continuous Improvement Platform, and enter new goals based on your local data. Relevant strategies and activities from the 2020-2021 template may be copied to the 2021-2022 template, along with any revised or new initiatives. Be sure to update timelines as appropriate.

2. Utilize previous goals with updated objectives

- You may determine that the long-term goals identified in the 2020-2021 template are still appropriate for moving student achievement forward. If those goals were ambitious, you may determine that your 2021-2022 goals should remain the same.
- Objectives should be updated to indicate your short-term objectives to be attained by the end of the current academic year. As in any year, decisions about the strategies and activities chosen to meet your goals should be based on your most recent needs assessment. Current strategies and activities should be viewed in relation to changing needs and priorities.

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- Should your institution select this option, **you will still need to open and complete a new diagnostic and planning template** in the Continuous Improvement Platform, but goals from the 2020-2021 template may be copied and pasted as appropriate to the 2021-2022 template, along with any current, revised or new initiatives. **Though your goals may remain the same, dates will need to be adjusted to reflect your new timeline for attainment.**
- 3. Utilize available 2020-2021 K-PREP data**
- You may determine that the data gathered during the 2020-2021 K-PREP assessment administration provides useful information for developing goals and you may choose to use this data to set your goals for the 2021-2022 academic year.
 - Current strategies and activities should be viewed in relation to changing needs and priorities.
 - You will need to open and complete a new diagnostic and template and enter goals based on your 2020-2021 K-PREP data.
- 4. Implement statistical projections**
- You may have a clear picture of the trajectory of your scores over the past few years. You may choose to consider your past data and the increases made to estimate what could have been expected for 2020-2021 and determine appropriate goals for 2021-2022.
 - Current strategies and activities should be viewed in relation to changing needs and priorities.
 - You will need to open and complete a new diagnostic and template in the Continuous Improvement Platform with new goals based on your projection. Relevant strategies and activities from the 2020-2021 template may be copied to the 2021-2022 template, along with any revised or new initiatives.
 - For additional information and more specific details regarding statistical projections, please consult the [Forecasting Data to Inform Continuous Improvement Goals webinar](#) and [transcript](#).

Forward Thinking

Changes to the current diagnostics are anticipated once the Kentucky Consolidated State Plan and administrative regulations are finalized and approved to reflect changes to the state accountability system included in SB 158 (2020). Diagnostics and templates created for future years will complement the new requirements and the improvement planning process.



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As a reminder, independent districts and districts with only one school must complete separate plans at both the district and school levels.

While KDE is responsible for monitoring compliance with federal and state requirements, it is the responsibility of districts and schools to focus on monitoring for progress. Kentucky's comprehensive improvement planning process is designed for both compliance and continuous improvement. Commitment to the essential processes before each diagnostic is completed results in the tangible reflection of your vision for improvement, and not just evidence that requirements have been met.