

2021-2022 Improvement Planning: The Superintendent Gap Assurance 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 and doubts 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.

The need for thoughtful planning has never been more important. 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.

2021-2022 Phase Three: The Superintendent Gap Assurance

Pursuant to [KRS 158.649](#) and [703 KAR 5:225](#), every school in Kentucky must annually develop, review and revise a comprehensive school improvement plan that includes biennial targets, strategies, activities and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent that such a gap exists.

Likewise, [KRS 158.649\(9\)](#) states, "The superintendent shall report to the local school board and the commissioner of education if a school fails to meet its targets in any academic content area to reduce the gap in student achievement for any student group for two (2) consecutive years." Each district's superintendent reports this information to the KDE in [Cognia's Continuous Improvement Platform \(formerly eProve\)](#) during Phase Three of the improvement planning process.

When completing the 2021-2022 Phase Three: Superintendent Gap Assurance, superintendents should use 2017-2018 and 2018-2019 data. Please note that while the answer to this year's gap assurance will be the same entry as the previous year, a new diagnostic must be opened in the Continuous Improvement Platform. The revised diagnostic includes a **supplemental form** that superintendents must complete if one or more schools did not meet its targets to reduce the gap in student achievement for any student group for each of the last two consecutive years.

Forward Thinking

As part of [Senate Bill 158 \(2020\)](#), a new definition of achievement gap has been established. When Kentucky has two consecutive assessment cycles for comparison, the Superintendent Gap Assurance will be subject to re-evaluation. Diagnostics and templates created for future



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years will complement the new requirements and the improvement planning process.

If you have questions related to the Continuous Improvement Platform and improvement planning, email [Ruth Swanson](#).

References: [KRS 158.649](#), [KRS 160.345](#), [703 KAR 5:225](#), Kentucky Board of Education's [racial equity resolution](#), KDE's [Comprehensive Improvement Planning webpage](#)