

**158.818 Evidence-based instructional models to address needs of at-risk students -- Focus -- Components -- Training for high school teachers -- Incorporation into existing programs.**

- (1) If funds are appropriated for the purposes of funding evidence-based instructional models or if internal state or federal funds are available, the Kentucky Department of Education, in collaboration with the Kentucky Community and Technical College System, the Education Professional Standards Board, and other appropriate educational entities, shall recommend evidence-based models for addressing the needs of at-risk students.
- (2) The evidence-based models shall include a variety of programs and curricula proven to be effective for at-risk students, and shall focus on:
  - (a) Identification of students at risk for inadequate academic preparation for the next grade level or at risk for dropping out of school;
  - (b) Reduction in the number of students retained in grade nine (9) and reduction of high school failure rates;
  - (c) Improvement of student performance through grade-level standards in reading and mathematics with an emphasis on grade nine (9);
  - (d) Assistance to students and their parents or legal guardians in identifying students' career and educational goals, developing individual learning plans, and the appropriate programs of study to achieve these goals; and
  - (e) Assistance to adult students in obtaining a high school diploma or a recognized postsecondary education credential that has value in the workplace.
- (3) The evidence-based models shall include the following components designed to facilitate more students having a successful start in high school and successfully completing grade nine (9) requirements:
  - (a) The use of flexible scheduling as appropriate to increase students' time in the study of core language arts and mathematics;
  - (b) The assignment of the most effective teachers as leaders for instructional teams in grade nine (9) to improve instructional planning, delivery of instruction, and the use of reteaching strategies;
  - (c) The assignment of mentors to teach students study skills and habits necessary to become independent learners and, when possible, the use of career guidance coaches to advise students; and
  - (d) Career courses, including career exploration, in grade nine (9) to incorporate project-based instruction that requires the application of grade nine (9) level reading, mathematics, and science skills and that uses a wide variety of technology.
- (4) (a) If state or federal funds are available, all career and technical education teachers who teach high school students shall receive training in how to embed reading, mathematics, and science knowledge and skills in specific career and technical education courses.

- (b) Training required under paragraph (a) of this subsection may be provided by local school districts or postsecondary education institutions, including community and technical colleges, and outside providers that have a record of working effectively with schools in redesigning the ninth grade.
- (5) Career and technical education teachers shall provide evidence through the courses they teach that the students' academic achievement is increased as defined by administrative regulations promulgated by the Kentucky Board of Education and developed in collaboration with the Kentucky Community and Technical College System.
- (6) The evidence-based models shall be incorporated into career and technical education programs, career academies, and career pathway programs of study developed under KRS 157.072.

**Effective:** June 25, 2013

**History:** Amended 2013 Ky. Acts ch. 59, sec. 44, effective June 25, 2013. -- Created 2012 Ky. Acts ch. 150, sec. 4, effective April 19, 2012.

**Legislative Research Commission Note** (4/19/2012). 2012 Ky. Acts ch. 150, sec. 10, provides that the Act, which included the creation of this statute, shall be known as the "Career Pathways Act of 2012."