

1 AN ACT relating to schools identified for comprehensive support and improvement
2 in schools.

3 ***Be it enacted by the General Assembly of the Commonwealth of Kentucky:***

4 ➔Section 1. KRS 160.346 is amended to read as follows:

5 (1) For purposes of this section:

6 (a) ~~["Approved turnaround vendor list" means a list of at least three (3) vendors~~
7 ~~pre-approved by the Kentucky Board of Education for the purposes of~~
8 ~~subsection (8) of this section that have documented success at providing~~
9 ~~turnaround diagnosis, training, and improved performance of organizations;~~

10 ~~(b)—~~"Department" means the Kentucky Department of Education;

11 ~~(b)(c)~~ "ESSA" means the Every Student Succeeds Act of 2015, Pub. L. No.
12 114-95, or its successor;

13 ~~(c)(d)~~ "Level" means elementary, middle, or high school;

14 ~~(d)(e)~~ "Turnaround" means a comprehensive transformation of a school to
15 achieve accelerated, meaningful, and sustainable increases in student
16 achievement through improved school leadership and school district support;

17 ~~(e)(f)~~ "Turnaround plan" means a mandatory school plan that is designed to
18 improve student learning and performance with evidence-based interventions
19 as defined in ESSA and that is developed and implemented by the local
20 school district in partnership with stakeholders, including the principal, other
21 school leaders, teachers, and parents; and

22 ~~(f)(g)—~~"Turnaround team" means the turnaround training and support team
23 described in subsection (8)(a) of this section.

24 (2) (a) ~~[Beginning with the 2020-2021 school year, and annually thereafter,]~~The
25 department shall ***annually*** identify a school for targeted support and
26 improvement if the school has one (1) or more of the same subgroups, as
27 defined by ESSA, whose performance in the state accountability system by

1 level is at or below that of all students in any of the lowest-performing five
2 percent (5%) of all schools for three (3) consecutive years.

3 (b) Beginning with the 2021-2022 school year, and every three (3) years
4 thereafter, the department shall identify a school for additional targeted
5 support and improvement if the school has one (1) or more subgroups, as
6 defined by ESSA, whose performance in the state accountability system by
7 level is at or below the summative performance of all students in any of the
8 lowest-performing five percent (5%) of all schools identified under subsection
9 (3)(a) of this section and the school was identified in the immediately
10 preceding year for targeted support and improvement as described in
11 paragraph (a) of this subsection.

12 (3) **The department shall annually identify a school**~~Beginning with the 2021-2022~~
13 ~~school year, and every three (3) years thereafter, a school shall be identified by the~~
14 ~~department~~ for comprehensive support and improvement if the school is:

15 (a) In the lowest-performing five percent (5%) of all schools in its level based on
16 the school's performance in the state accountability system;

17 (b) A high school with a four (4) year cohort graduation rate that is less than
18 eighty percent (80%); or

19 (c) Identified by the department for additional targeted support and improvement
20 under subsection (2)(b) of this section and fails to exit additional targeted
21 support and improvement status based on criteria established under subsection
22 (11) of this section.

23 (4) (a) When a school is identified for targeted support and improvement under
24 subsection (2)(a) of this section, the local school personnel, working with
25 stakeholders, including the principal, other school leaders, teachers, and
26 parents, shall revise its school improvement plan, which shall be subject to
27 review and approval by the local board of education.

- 1 (b) Each revised plan shall be informed by all available indicators, including
2 student performance compared to long-term goals, and shall include:
- 3 1. Components of turnaround leadership development and support;
 - 4 2. Identification of critical resource inequities;
 - 5 3. Evidence-based interventions; and
 - 6 4. Additional actions that address the causes of consistently
7 underperforming subgroups of students.
- 8 (c) If adequate performance progress, as defined by the department, is not made,
9 the local school district shall take additional action to assist and support the
10 school in reaching performance goals.
- 11 (5) When a school is identified for additional targeted support and improvement under
12 subsection (2)(b) of this section, the local school district shall take more rigorous
13 district-determined action to assist and support the school in reaching performance
14 goals.
- 15 (6) (a) When a school is identified for comprehensive support and improvement, an
16 audit shall be performed by the department to diagnose the causes of the
17 school's low performance.
- 18 (b) The audit conducted under this subsection shall be the only comprehensive
19 audit required for a school unless the school fails to exit comprehensive
20 support and improvement status as described in subsection (11) of this section
21 or exits comprehensive support and improvement status but subsequently
22 repeats as a school identified for comprehensive support and improvement.
- 23 (7) (a) The audit conducted by the department under subsection (6) of this section
24 shall include:
- 25 1. A diagnosis of the causes of the school's low performance, with an
26 emphasis on underperforming subgroups of students and corresponding
27 critical resource inequities;

- 1 2. An assessment and recommendation to the superintendent regarding the
2 best strategies to address the school's specific needs;
- 3 3. An assessment of the interaction and relationship among the
4 superintendent, central office personnel, and the school principal;
- 5 4. A recommendation of the steps the school may implement to launch and
6 sustain a turnaround process;~~[-and]~~
- 7 5. A recommendation to the local board of education of the turnaround
8 principles and strategies necessary for the superintendent to assist the
9 school with turnaround; and
- 10 **6. An assessment and recommendation to the superintendent regarding**
11 **the principal's capacity to lead the turnaround effort in the school.**
- 12 (b) The report of an audit conducted under this subsection shall be provided to the
13 superintendent, local board of education, school principal, commissioner of
14 education, and the Kentucky Board of Education.
- 15 (8) After completion of the audit described in subsection (7) of this section, each school
16 identified for comprehensive support and improvement shall engage in the
17 following turnaround intervention process:
- 18 (a) **The superintendent and principal shall collaborate with the department to**
19 **create**~~[The local board of education shall select a vendor from the approved~~
20 ~~turnaround vendor list to provide]~~ a turnaround training and support team
21 **for**~~[to]~~ the school identified for comprehensive support and improvement. The
22 local board of education shall **approve the turnaround team**~~[negotiate the~~
23 ~~scope and duration of the vendor's services];~~
- 24 (b) The authority of the school council granted under KRS 160.345 shall be
25 transferred to the superintendent;
- 26 (c) The superintendent shall select a principal for the school if a principal
27 vacancy occurs. The superintendent shall consult with the turnaround team,

- 1 parents, certified staff, and classified staff before appointing a principal
2 replacement;
- 3 (d) Upon recommendation of the principal, the superintendent may reassign
4 certified staff members to a comparable position in the school district;
- 5 (e) The superintendent shall collaborate with the turnaround team to design
6 ongoing turnaround training and support for the principal and a corresponding
7 monitoring system of effectiveness and student achievement results;
- 8 (f) The principal shall collaborate with the turnaround team to establish an
9 advisory leadership team representing school stakeholders including other
10 school leaders, teachers, and parents;
- 11 (g) 1. In consultation with the department, the local school board shall
12 collaborate with the superintendent, principal, turnaround team, and the
13 advisory leadership team to propose a three (3) year turnaround plan.
- 14 2. The turnaround plan shall include requests to the department for
15 exemptions from submitting documentation that are identified by the
16 principal, advisory leadership team, and turnaround team as inhibitors to
17 investing time in innovative instruction and accelerated student
18 achievement of diverse learners including ongoing staff instructional
19 plans, student interventions, formative assessment results, or staff
20 effectiveness processes.
- 21 3. The turnaround plan shall be reviewed for approval by the
22 superintendent and the local board of education and shall be subject to
23 review, approval, monitoring, and periodic review by the department as
24 described in KRS 158.782;
- 25 (h) The school district may request technical assistance from the department for
26 development and implementation of the turnaround plan, which may include
27 conducting needs assessments, selecting evidence-based interventions, and

- 1 reviewing and addressing resource inequities;
- 2 (i) The turnaround plan shall be fully implemented by the first full day of the
- 3 school year following the school year the school was identified for
- 4 comprehensive support and improvement; and
- 5 (j) The superintendent shall periodically report to the local school board, and at
- 6 least annually to the commissioner of education, on the implementation and
- 7 results of the turnaround plan.
- 8 (9) **The department shall establish required professional learning for teachers of**
- 9 **students in schools identified for comprehensive support and improvement.**
- 10 **Required professional learning shall be related to evidence-based practices in**
- 11 **instruction, instructional materials implementation, and assessment for reading**
- 12 **and mathematics and aligned to Kentucky academic standards required by KRS**
- 13 **158.6453**~~[The department shall annually disburse funds to a school district, for a~~
- 14 ~~maximum of three (3) years, to assist with funding the turnaround vendor costs~~
- 15 ~~incurred by the district under subsection (8) of this section. The Kentucky Board of~~
- 16 ~~Education shall promulgate administrative regulations on how the disbursement~~
- 17 ~~amounts shall be determined, which shall be based on the department's past practice~~
- 18 ~~for determining allocations for school improvement].~~
- 19 (10) **Each superintendent or public charter school board of directors shall adopt**
- 20 **evidence-based curriculum and select high-quality instructional resources for**
- 21 **schools identified for comprehensive support and improvement. High-quality**
- 22 **instructional materials selected by the superintendent shall be determined by the**
- 23 **department to be reliable, valid, and aligned to Kentucky academic standards**
- 24 **required by KRS 158.6453 for reading and mathematics**~~[Beginning in 2023, the~~
- 25 ~~department shall submit an annual report no later than November 30 to the Interim~~
- 26 ~~Joint Committee on Education relating to the turnaround vendor selected by each~~
- 27 ~~school under subsection (8) of this section. The report shall include but not be~~

1 ~~limited to each school's accountability system performance since utilizing the~~
2 ~~services of the turnaround vendor, the cost of using the vendor, and any other~~
3 ~~information helpful in evaluating the performance of the turnaround vendor].~~

4 (11) The Kentucky Board of Education shall establish annual statewide exit criteria for
5 schools identified for targeted support and improvement, additional targeted support
6 and improvement, and comprehensive support and improvement.

7 (12) If a school enters comprehensive support and improvement status and does not
8 make any annual improvement, as determined by the department, for two (2)
9 consecutive years, or if the school does not exit the status after three (3) years, the
10 school shall enter a school intervention process chosen by the commissioner of
11 education that provides more rigorous support and action by the department to
12 improve the school's performance.

13 (13) For school districts that include a significant number of schools, as determined by
14 the department, identified for targeted support and improvement:

15 (a) The department shall periodically review a local board's resource allocations
16 to support school improvement and provide technical assistance to the local
17 school board; and

18 (b) The department may provide a recommended list of turnaround or school
19 intervention providers that have demonstrated success implementing
20 evidence-based strategies.

21 (14) If, in the course of a school audit, the audit team identifies information suggesting
22 that a violation of KRS 160.345(9)(a) may have occurred, the commissioner of
23 education shall forward the evidence to the Office of Education Accountability for
24 investigation.

25 (15) A school's right to establish a council granted under KRS 160.345 may be restored
26 by the local board of education two (2) years after the school exits comprehensive
27 support and improvement status.