

1 AN ACT relating to the evaluation of educator preparation programs.

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

3 ➔Section 1. KRS 158.840 is amended to read as follows:

- 4 (1) The General Assembly hereby finds that reading and mathematics proficiency are  
5 gateway skills necessary for all Kentucky students to achieve the academic goals  
6 established in KRS 158.6451. It is the General Assembly's intent that:
- 7 (a) All students in kindergarten through grade three (3) having difficulty in  
8 reading and mathematics receive early diagnosis and intervention services  
9 from highly trained teachers;
- 10 (b) All students in kindergarten through grade three (3) needing to make  
11 accelerated progress toward proficiency in mathematics based on data from  
12 valid and reliable universal screening and diagnostic assessments receive  
13 high-quality, evidence-based mathematics instruction and intervention aligned  
14 to the Kentucky academic standards for mathematics;
- 15 (c) All students demonstrate proficiency in reading and mathematics as they  
16 progress through the relevant curricula and complete each assessment level  
17 required by the Kentucky Board of Education for the state assessment  
18 program established under KRS 158.6453 and in compliance with the  
19 requirements of the federal Every Student Succeeds Act of 2015, Pub. L. No.  
20 114-95, or its successor; and
- 21 (d) Students who are struggling in reading and mathematics or are not at the  
22 proficient level on statewide assessments shall be provided evidence-based  
23 and developmentally appropriate diagnostic and intervention services, and  
24 instructional modifications necessary to learn.

25 The General Assembly, the Kentucky Board of Education, the Kentucky  
26 Department of Education, the Council on Postsecondary Education, colleges and  
27 universities, local boards of education, school administrators, school councils,

1 teachers, parents and families, and other educational entities, such as the Education  
2 Professional Standards Board, P-16 councils, the statewide reading research center  
3 established under KRS 164.0207, and the Center for Middle School Academic  
4 Achievement must collaborate if the intentions specified in this subsection are to be  
5 met. Intensive focus on student achievement in reading and mathematics does not  
6 negate the responsibility of any entity to help students obtain proficiency in other  
7 core curriculum content areas.

8 (2) The General Assembly's role is to set policies that address the achievement levels of  
9 all students and provide resources for the professional growth of teachers and  
10 administrators, assessing students' academic achievement, including valid and  
11 reliable universal screening and diagnostic assessment and instructional  
12 interventions, technology innovations, targeted reading and mathematics statewide  
13 initiatives, research and the distribution of research findings, services for students  
14 beyond the regular school day, and other services needed to help struggling  
15 learners.

16 (3) The Kentucky Board of Education shall regularly review and modify, when  
17 appropriate, its statewide assessment policies and practices to enable local school  
18 districts and schools to carry out the provisions of the statewide assessment and  
19 accountability system, required under KRS 158.6453 to improve student  
20 achievement in mathematics and reading.

21 (4) The Kentucky Department of Education shall:

22 (a) Provide assistance to schools and teachers, including publicizing professional  
23 development opportunities, methods of measuring effective professional  
24 development, the availability of high quality instructional materials, and  
25 developmentally appropriate, valid, and reliable screening and diagnostic  
26 assessments of student competency in mathematics and reading. The  
27 department shall provide access to samples of units of study, annotated

- 1 student work, diagnostic instruments, and research findings, and give  
2 guidance on parental engagement;
- 3 (b) Work with state and national educators and subject-matter experts to identify  
4 student reading and mathematical skills in each subject area that align with the  
5 state content standards adopted under KRS 158.6453 and identify teaching  
6 strategies in each subject area that can be used explicitly to develop the  
7 identified reading and mathematical skills under this paragraph;
- 8 (c) Encourage the development of comprehensive middle and high school  
9 adolescent reading and mathematics plans to be incorporated into the curricula  
10 of each subject area to improve the reading comprehension and mathematical  
11 skills of all students;
- 12 (d) Conduct an annual review of the state grant programs it manages and make  
13 recommendations, when needed, to the Interim Joint Committee on Education  
14 for changes to statutory requirements that are necessary to gain a greater  
15 return on investment;
- 16 (e) Provide administrative support and oversight to programs to train classroom  
17 coaches and mentors to help teachers with reading and mathematics  
18 instruction; and
- 19 (f) Require no reporting of instructional plans, formative assessment results, staff  
20 effectiveness processes, or interventions implemented in the classroom,  
21 except for:
- 22 1. Interventions implemented under KRS 158.305(2) and 158.8402;
  - 23 2. Funds provided under KRS 158.792 or 158.844; or
  - 24 3. Schools that are identified for comprehensive support and improvement  
25 and fail to exit comprehensive support and improvement status after  
26 three (3) consecutive years of implementing the turnaround intervention  
27 process as described in KRS 160.346.

1 (5) The ~~[/Council on Postsecondary Education, in cooperation with the /]~~Education  
 2 Professional Standards Board, **in cooperation with the Council on Postsecondary**  
 3 **Education**, shall exercise its duties and functions under KRS ~~161.028~~~~[164.020]~~ to  
 4 ensure that teacher education programs are fulfilling the needs of Kentucky for  
 5 highly skilled teachers. The **Education Professional Standards Board**~~[council]~~  
 6 shall:

7 (a) Coordinate the federal and state grant programs it administers with other  
 8 statewide initiatives relating to improving student achievement in reading and  
 9 mathematics to avoid duplication of effort and to make efficient use of  
 10 resources;

11 (b) ~~[/No later than November 1 of each year, /]~~Submit ~~a~~~~[an annual]~~ report **every**  
 12 **three (3) years** to the Legislative Research Commission for referral to the  
 13 **appropriate** Interim Joint Committee on Education and the Interim Joint  
 14 Committee on Appropriations and Revenue, summarizing the compliance of  
 15 each teacher preparation program for alignment to early childhood education  
 16 or elementary regular education standards and to the instructional  
 17 requirements set forth in KRS 164.306(1) and 164.3061; and

18 (c) **Regularly report program data to an external evaluator for**~~[/Require that an~~  
 19 ~~external evaluator provide/]~~ an annual analysis of the ability of teacher  
 20 preparation programs to properly train and equip teacher preparation program  
 21 students with the literacy and mathematics content knowledge and skills to  
 22 educate students in kindergarten through grade three (3); **and**

23 **(d)** ~~[-~~

24 ~~(6) The Education Professional Standards Board shall /]~~Exercise its duties and  
 25 responsibilities under KRS 161.030 and 161.048 to ensure highly qualified  
 26 teachers.

27 ~~(6)~~~~[(7)]~~ Colleges and universities shall:

- 1 (a) Utilize institution-wide resources to work with elementary and secondary  
2 educators and other entities to align curriculum content to ensure that students  
3 who achieve proficiency on standards established at the prekindergarten  
4 through secondary levels will require no remediation to successfully enter a  
5 postsecondary education program;
- 6 (b) Provide quality undergraduate teacher preparation programs to ensure that  
7 those preparing to teach reading or mathematics at all grade levels have the  
8 necessary content knowledge, assessment and diagnostic skills, and teaching  
9 methodologies and that teachers in all subject areas have the requisite skills  
10 for helping students at all grade levels develop critical strategies and skills for  
11 reading and comprehending subject matter;
- 12 (c) Deliver evidence-based continuing education for teachers in reading and  
13 mathematics through institutes, graduate level courses, and other professional  
14 development activities that support a statewide agenda for improving student  
15 achievement in reading and mathematics;
- 16 (d) Conduct or assist with research on best practices in assessment, intervention  
17 strategies, teaching methodologies, costs and effectiveness of instructional  
18 models, and other factors as appropriate to reading and mathematics;
- 19 (e) Provide staff to consult and provide technical assistance to teachers, staff, and  
20 administrators at elementary, middle, and secondary school sites;
- 21 (f) Assume active roles in the statewide initiatives referenced in KRS 156.553  
22 and 158.842; and
- 23 (g) Develop written procedures for measuring the effectiveness of activities  
24 outlined in paragraphs (a) to (f) of this subsection.
- 25 ~~(7)(8)~~ School councils at all school levels are encouraged to identify and allocate  
26 resources to qualified teachers to become coaches or mentors in mathematics or  
27 coaches or mentors in reading with a focus on improving student achievement in

1           their respective schools.

2    (8)~~(9)~~    Local school boards and superintendents shall provide local resources to  
3           supplement or match state and federal resources to support teachers, school  
4           administrators, and school councils in helping students achieve proficiency in  
5           reading and mathematics.

6    (9)~~(10)~~   Local school superintendents shall provide leadership and resources to the  
7           principals of all schools to facilitate curriculum alignment, communications, and  
8           technical support among schools to ensure that students are academically prepared  
9           to move to the next level of schooling.