

SB 1 – PGES / Assessment and Accountability / School Interventions
2017 Regular Session

2017 Regular Session
Relevant Statutes That Are Amended

<u>AMENDS:</u>		
Section 1	<u>KRS 156.557</u>	Professional Growth and Effectiveness System
Section 2	<u>KRS 158.305</u>	Response-to-Intervention System
Section 3	<u>KRS 158.6453</u>	Program Reviews / Assessments / School Report Cards / ACT
Section 4	<u>KRS 158.6455</u>	Accountability / Industry Certifications / Student Tests
Section 5	<u>KRS 158.6458</u>	Implementation of State Assessment and Accountability System
Section 6	<u>KRS 158.6459</u>	WorkKeys / ACT
Section 7	<u>KRS 158.649</u>	Achievement Gaps
Section 8	<u>KRS 158.782</u>	Guidelines to Provide Highly Skilled Assistance to Schools and Districts
Section 9	<u>KRS 158.805</u>	Commonwealth School Improvement Fund
Section 10	<u>KRS 158.840</u>	Statewide Assessment Policies and Reporting Requirements
Section 11	<u>KRS 160.345</u>	School-Based Decision Making Councils (SBDMs)
Section 12	<u>KRS 160.346</u>	Priority Schools and School Interventions / Turnaround Model
Section 13	<u>KRS 160.107</u>	Application and Implementation Requirements for Districts of Innovation
Section 14	<u>KRS 164.020</u>	Powers and Duties of Council on Postsecondary Education
Section 15	<u>KRS 164.7874</u>	Definitions Statute
Section 16	<u>KRS 158.145</u>	Legislative Findings and Declarations on School Dropout Rate
Section 17	<u>KRS 158.6457</u>	Definitions for KRS 158.6452, 158.6453, 158.6455, and 158.6457
Section 18	Noncodified	
Section 19	Noncodified	

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Section 1

Amends: [KRS 156.557](#)

Professional Growth and Effectiveness System

In 2013, the General Assembly passed HB 180 that updated statutes to require the Kentucky Board of Education (KBE), rather than individual school districts, to work in collaboration with newly created teacher and principal steering committees to establish a statewide Professional Growth and Effectiveness System for teachers.

- This section eliminates the statewide system established in 2013 and created in conjunction with the statewide principal and teacher steering committees and maintained by the Kentucky Department of Education (KDE).
- The KDE must develop a “statewide framework for teaching”.
- Each local district will be required to develop and implement a personnel evaluation system aligned to the statewide framework for teaching.
- Local district personnel evaluation systems must use multiple measures of effectiveness and have at least four performance levels (rather than three).
- The KBE will promulgate regulations for written guidelines to follow in implementing the personnel evaluation system.
- Annual summative evaluations are required for teachers who have not attained continuing service status.
- Summative evaluations are required for teachers who have attained continuing service status at least once every three years.
- “Local formative growth measures” and “student growth” are removed from the definitions.
- Language is specifically added to exclude teacher evaluations from the statewide accountability system.
- KDE cannot require any reporting requirements related to local district personnel evaluation systems.
- All language is removed related to alternative systems of evaluation as the KBE will no longer grant waivers to individual districts seeking to use their own evaluation system, since the bill removes the statewide requirements.
- The requirement that KDE provide on-site support for implementation is removed, though it maintains the requirement that KDE provide technical assistance.
- While local districts are relieved from utilizing the available statewide system, local districts will still be required to maintain information and meet reporting requirements required by the local boards of education.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Section 2

Amends: [KRS 158.305](#)

Response to Intervention

In 2012, HB 69 was enacted and set forth a definition for dyslexia and required the Kentucky Board of Education to promulgate administrative regulations for district-wide reporting on the use of K-3 response to intervention in reading, writing, math, and behavior. The legislation required the Kentucky Department of Education to provide technical assistance, training and web-based resources.

- Existing language requires KDE to make available technical assistance and training to assist in the implementation of the district-wide, response to intervention system as a means to identify and assist any student experiencing difficulty in reading, writing, mathematics, or behavior.
- KDE is required to provide technical assistance and training ***if*** a local district requests the assistance and training.
- Response to Intervention is expanded to include determining appropriate instructional modifications needed by advanced learners to make continuous progress.
- The bill expands the web-based resources KDE maintains to also include information regarding advanced learners for specific screening processes and programs to identify student strengths and needs and scientifically-based research and age-appropriate instructional tools that may be used for continuous progress of advanced learners.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Section 3

Amends: [KRS 158.6453](#)

Assessment

Program Reviews

- The bill eliminates definitions for “national norm referenced test”, “program audit” and “program review”.
- It eliminates program reviews and program audits for arts and humanities, practical living skills and career studies, and the writing program and eliminates their subsequent inclusion in the state accountability system.
- The bill does not name a replacement with any other form of testing for these content areas.
- It deletes language requiring program reviews to be used in determining school and district accountability for student achievement.

Assessments

- The KBE must revise the annual statewide assessment program as needed and in light of any revisions to standards and corresponding assessment alignment adjustments.
- Statewide assessments cannot include any academic standards not approved by the KBE.
- The statewide assessment program must be composed of annual student summative tests, which may include multiple competency-based assessments and performance measures approved by the KBE.
- Annual student summative tests must measure individual student achievement in language arts, reading, English, mathematics, science, and social studies at designated grades.
- The bill removes language regarding comparisons with national norms where available for math, reading, social studies and science to other states.

Elementary and Middle Grade Requirements:

- A criterion-referenced test each in math and reading in grades three-eight is required.
- A criterion-referenced test each in science and social studies is to be administered one time in elementary and one time in middle grades.
- An on-demand assessment of student writing is to be administered one time in elementary and one time in middle grades.
- An editing and mechanics test relating to writing using multiple choice and constructed response items is to be administered one time within elementary and the middle grades, respectively.

High School Requirements:

- A criterion-referenced test each in math, reading, social studies and science is to be administered one time in high school grades.
- An on-demand assessment of student writing is to be administered one time.
- An editing and mechanics test in writing, using multiple choice and constructed response is to be administered one time.
- The bill removes language that testing must be limited to no more than five days.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

- It adds language that allows the KBE to change the testing window for innovative assessment systems or other online testing administration.
- The KBE must promulgate regulations to minimize the number of days of testing and outline procedures to be used during testing and ensure security.
- The bill adds language saying that students enrolled in a district-operated or district-contracted alternative program must participate in the appropriate assessments.
- A local school district may select and use commercial interim or formative assessments or develop and use its own formative assessments to provide data, with the added provisions that a local district may do so if the local school board develops a policy minimizing the reduction in instructional time related to the administration of the interim assessments.

College Admissions Examination

Eliminates specific provisions regarding the college admissions examination and what the assessments should include:

- Removes language requiring a high school and college readiness examinations to assess English, reading, mathematics, and science in grades 8, and 10.
- Removes language requiring a college admissions examination to assess English, reading, mathematics, and science in grade 11.
- Requires a college admissions exam to assess English, reading, math, and science in the spring of grade 10 **and** the spring of grade 11.
- Requires the cost of both the college admissions examinations to be paid by KDE.
- Removes WorkKeys assessments.

Assessment Results

- Assessment results must be delivered no later than 75 days after the last day the assessment was administered.
- Assessment reports provided to the school districts and schools shall include an electronic copy of an operational subset of test items from each assessment administered to their students and the results for each of those test items by student and by school.
- KDE and KBE shall offer “optional” assistance to local districts and schools in developing and using continuous assessment strategies.
- The bill removes the requirement that a student’s highest score on the college admissions and placement test be included on the official high school transcript.

School Report Cards

- Information on how to electronically access a summary of district testing results required to be published in the newspaper with the greatest circulation.
- School report cards will continue to include only the following components reported by race, gender, and disability when appropriate:
 - ✓ Student academic achievement, including the results from each of the assessments administered.
 - ✓ For Advanced Placement, Cambridge Advanced International (adds Cambridge), and International Baccalaureate, the courses offered, the number of students enrolled, completing, and taking the examination for each course, and the percentage of examinees receiving a score of three (3) or better on AP examinations, a score of "e" or better on Cambridge Advanced International

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

- examinations, or a score of five (5) or better on IB examinations. This data must be disaggregated by gender, race, students with disabilities, and economic status.
- ✓ Nonacademic achievement, including the school's attendance, retention, graduation rates, and student transition to postsecondary.
- ✓ School learning environment and parental involvement.
- ✓ Any other school performance data required by ESSA.
- An individual student report to parents for each student in grades 3-8 that summarizes the student's skills in reading, science, social studies, and mathematics and a student's highest scores on the college admissions assessments.

Visual and Performing Arts; Practical Living Skills and Career Studies; Foreign Language; Writing Program

All new language requires that beginning in 2017-2018 and every six years thereafter:

- KDE must implement a comprehensive process for reviewing and revising academic standards in visual and performing arts and practical living skills and career studies for all levels and in foreign language for middle and high schools.
- KDE must develop review committees for the standards for each of the content areas with representation from the certified specialist public school teachers and postsecondary teachers in those subject areas.
- KDE must provide to all schools guidelines for programs that incorporate academic standards in visual and performing arts, practical living and career studies.
- KDE must provide to middle and high schools guidelines for including a foreign language program.
- All guidelines must address program length and time, courses offered, staffing, resources, and facilities.
- KDE may develop program standards, in consultation with public school teachers in the content areas, for visual and performing arts.
- KDE must provide to all schools guidelines for including an effective writing program within the curriculum.
- Each SBDM (or if there is no SBDM, a committee appointed by the principal), must adopt policies that determine the writing program for its school and submit it to KDE for review and comment.
- The writing program must incorporate a variety of language resources, technological tools and multiple opportunities for students.
- KDE, in consultation with the review committees, must develop a school profile report to be used by schools to describe how they will address the state-mandated standards in their implementation of the programs above and may include student opportunities in extracurricular activities.
- By October 1 of each year, principals must complete the school profile report, which must be signed by the school council and the superintendent.
- A report must be sent to KDE and the original maintained on file at the local board office and be made available upon request.
- If a school staff member, student or a student's parent has concerns regarding the implementation of these programs, a written inquiry may be made to the school council.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Standards Review Process

Beginning in 2017-2018 and every six years thereafter, KDE must implement a process for reviewing academic standards and the alignment of corresponding assessments to align with postsecondary readiness standards necessary for global competitiveness and with state career and technical education standards.

Standards and Assessments Review and Development Committees

The KDE must establish four standards and assessments review and development committees.

- Each committee's membership must include six KY public school teachers teaching in the content area the committee is reviewing and two representatives from KY higher education institutions (at least one from a public institution of higher education).
- Each committee member must teach in the subject area that his/her committee is assigned to review and cannot have any current or former affiliation with a curriculum or assessment resources vendor.
- Each committee respectively will focus on the review of academic standards and assessments for: language arts and writing, mathematics, science, and social studies.
- The commissioner of KDE and the president of CPE must provide consultants who are business and industry professionals to support the committees and panels.
- Each standards and assessments review and development committee must review the findings and make recommendations to revise or replace existing standards and to adjust alignment of assessments to the standards and assessments process and review committee.

Advisory Panels

The KDE must establish twelve **advisory panels** to advise and assist each of the 4 standards and assessments review and development committees.

- Three (3) advisory panels must be assigned to each standards and assessments review and development committee.
- Each advisory panel is dedicated to reviewing standards and assessments for:
 - K-5
 - Grades 6-8
 - Grades 9-12
- Each advisory panel must be composed of one (1) representative from a Kentucky institution of higher education and six (6) Kentucky public school teachers who teach in the grade level and subject reviewed by the advisory panel to which they are assigned and have no prior or current affiliation with a curriculum or assessment resources vendor.
- Each advisory panel must review the standards and assessments and after completing its review, make recommendations for changes to the standards and alignment adjustments for assessments to the appropriate standards and assessments review development committee.

Standards and Assessments Process Review Committee

A new **standards and assessments process review committee** is created composed of 10 members:

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

- Three (3) members appointed by the Governor.
- Three (3) members of the Senate appointed by the President of the Senate.
- Three (3) members of the House of Representatives appointed by the Speaker of the House of Representatives.
- The commissioner of education.

The review of the committee must be limited to the procedural aspects of the review process.

- The commissioner must present the recommendations and public feedback to the Interim Joint Committee on Education.
- The commissioner must provide a report to the standards and assessments process review committee summarizing the process and the recommendations.
- The report must include the timeline of the review process, public feedback, and responses from the Interim Joint Committee on Education.
- After receiving the commissioner's report, the committee must either concur that stakeholders have had adequate opportunity to provide input or find the input process deficient.
- If the process is found deficient, the recommendations may be returned to the appropriate standards and assessments review and development committee for review.
- If the process is found sufficient, the recommendations must be forwarded without amendment to the KBE.
- The review process implemented must be an open, transparent process that allows all Kentuckians an opportunity to participate.
- The KBE must ensure the public's assistance in reviewing and suggesting changes to the standards and alignment adjustments to corresponding state assessments by establishing a website dedicated to collecting comments by the public and educators.
- An independent, third-party vendor, which has no prior or current affiliation with a curriculum or assessment resources vendor, must be selected by the board to collect and transmit the comments to the department for dissemination to the appropriate advisory panel for review and consideration.
- The recommendations must be published on the website for obtaining additional feedback.
- The KBE must promulgate regulations as may be needed for the administration of the review process including staggering the timing and sequence of the review process by subject area and recompensing of the committees and panels.
- The KBE must consider for approval the revisions to academic standards for a content area and the alignment of the state assessment once recommendations are received from the standards and assessments recommendation committee.
- Existing standards stay in place until new standards are approved by the board. Any revisions must be in place by the second academic year following the review process.
- The bill removes language regarding KDE and the current process for collaboration with CPE and others to implement a comprehensive process for revising academic standards and the associated timetable is deleted.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Section 4

Amends: [KRS 158.6455](#)

Accountability

- Removes language related to consultation with groups to create a system of identifying successful schools.
- Removes language requiring the KBE to recognize schools that exceed their improvement goal.
- Removes language related to a student being included in the annual average dropout rate.
- Moves to Section 4 the requirement for students enrolled in a district-operated alternative program having to participate in the state assessments.

The KBE must create an accountability system to classify districts and schools in accordance with the academic standards and student assessment program.

The accountability system must include:

- An annual overall summative performance evaluation of each school and district compared to goals established by the KDE.
- The evaluation for each school and district must:
 - Not include a single summative numerical score that ranks schools against each other.
 - Be based on academic and school quality indicators and measures (more weight on academic measures).
- Student assessment results.
- Progress toward achieving English proficiency by limited English proficient students.
- Quality of school climate and safety.
- High school graduation rates.
- Postsecondary readiness for each high school student, measured by:
 - Meeting or exceeding a college readiness benchmark score based on the college admissions examination used as the statewide assessment. CPE sets college readiness benchmark.
 - Achievement of college credit, postsecondary articulated credit, apprenticeship time toward a credential or associate degree, or any industry-recognized certifications, licensures, or credentials (more weight on industry-recognized certifications, licensures, or credentials identified as high demand).
 - Eligible industry-recognized certifications, licensures, or credentials must not be limited to those earned in conjunction with a minimum sequence of courses.
 - Each high school must publicly report the credits, hours and credentials on an annual basis.
- Any other factor mandated by ESSA.
- Based on data from KCEWS, each local workforce investment board, in conjunction with local economic development organizations from its state regional sector, must annually compile a list of industry-recognized certifications, licensures, and credentials specific to

SB 1 – PGES / Assessment and Accountability / School Interventions
2017 Regular Session

the state and regional workforce area, rank them by demand for its area and provide the list to the Kentucky Workforce Innovation Board (KWIB).

- KWIB, in conjunction with KDE, may revise the lists.
- KDE disseminates the lists to all school districts to be used as postsecondary readiness indicators.
- KDE must pay for the cost of any assessment taken by a high school student for attaining an industry recognized certification, credential, or licensure if the student consecutively completes at least two (2) related career pathway courses approved by the department prior to taking the assessment.
- If a high school student has not completed the two- (2) course requirement but meets performance-based experience eligibility and passes an assessment, KDE must provide a weighted reimbursement amount to the school district for the cost of the assessment based on the level of demand of the certificate, credential, or license earned.
- The Kentucky Board of Education must promulgate regulations establishing the performance-based experience eligibility requirements and weighted reimbursement amounts.

- The bill adds language to require KBE's administrative regulation to establish more rigorous action, intervention, and consequences for schools that fail to exit comprehensive support and improvement status.
- It changes language from evaluation of school personnel to observation of school personnel as a consequence in the event a school fails to exit comprehensive support and improvement.

- The bill eliminates language for the KBE to promulgate regulations establishing guidelines for conducting program reviews and audits.

- KBE's regulation is to address a system of district accountability that includes establishing a formula of accountability, goals for improvement over 3 years (rather than 2), rewards for leadership, consequences that address the problems and provide assistance when:
 - One or more schools in the district fail to exit comprehensive support and improvement status after 3 consecutive years of implementing the turnaround intervention process.
- KBE's regulation establishing an appeals process for a performance judgment is to be updated to reflect the 3-year period.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Section 5

Amends: [KRS 158.6458](#)

Implementation of State Assessment and Accountability System

- Eliminates language for program reviews.

Section 6

Amends: [KRS 158.6459](#)

Intervention Strategies for Accelerated Learning

- Eliminates language related to WorkKeys.
- Allows a high school student whose score on the college admissions examination indicates additional assistance or advanced work is required for entry into credit bearing postsecondary coursework must be provided the opportunity to participate in accelerated learning to address his or her identified academic deficiencies prior to graduation from high school.
- Removes language requiring a student participating in accelerated learning to take the college admissions examination a second time prior to graduation at the expense of KDE.

Section 7

Amends: [KRS 158.649](#)

Achievement Gaps

- Updates “achievement gap” definition to reference subgroups of students as described in ESSA.
- Requires that by October 1 (rather than Nov 1) of each year, KDE must provide school councils data on students’ performance.
- Requires local boards, upon the recommendation of the superintendent, to adopt a policy for reviewing academic performance on state assessments for various student groups.
- By February 1 of each year, requires SBDMs or the principal if no SBDM, to set annual targets (rather than biennial targets) to eliminate achievement gaps and submit them to the superintendent for consideration.
- By January 1 of each year (rather than April 1 every other year) requires the SBDM or the principal if no SBDM, to review and revise the school improvement plan to include the annual targets.
- Updates language requiring the superintendent to report to the commissioner and the local school board if a school fails to meet its targets in any academic content area to reduce the gap for any group for 2 consecutive years.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Section 8

Amends: [KRS 158.782](#)

Guidelines to Provide Highly Skilled Assistance to Schools and Districts

- The KBE is required to promulgate regulations establishing the monitoring and periodic review of the implementation of a local school district's turnaround plan for a school identified for comprehensive support and improvement.
- The monitoring and review process must be limited to performing an annual review of the school's state assessment data and measures of school quality, periodic site visits, observation, and interviews of representative stakeholders and students.
- Schools and districts receiving highly skilled assistance from KDE prior to the effective date of SB 1, must continue to receive assistance in accordance with the established assistance plan.

- Eliminates some language related to highly skilled education assistance.
- Eliminates language related to professional leave for certified employees providing assistance.
- Eliminates language requiring KDE to provide training to those educators.
- Eliminates language requiring that the KBE annually review the paperwork required of schools.
- Eliminates criteria for identifying successful strategies of assistance.

Section 9

Amends: [KRS 158.805](#)

Commonwealth School Improvement Fund

- The proposed language would allow requests to include funding for personnel costs, but no funding continues after school improvement funds are no longer provided.

Section 10

Amends: [KRS 158.840](#)

Statewide Assessment Policies

- The bill adds language to prevent KDE from requiring any reporting of instructional plans, formative assessment results, staff effectiveness processes, or interventions implemented in the classroom, except:
 - Interventions related to RTI.
 - Funds provided under reading and math programs.
 - Schools that are identified for comprehensive support and improvement and fail to exit comprehensive support and improvement status after three consecutive years.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

Section 11

Amends: [KRS 160.345](#)

Adoption of School Councils for SBDM

- Personnel decisions at the school level:
 - Eliminates language specifically allowing Jefferson County to adopt an alternative principal selection process and opens this to any school council.
 - Eliminates language regarding principal vacancies in schools that have an index score that places the school in the lowest 1/3 of all schools that the superintendent must appoint the principal after consulting with the school council.
- Eliminates language that each school council must annually review data for program assessments (leaves student assessments).

Section 12

Amends: [KRS 160.346](#)

Persistently Low-Achieving Schools and School Interventions

Removes all definitions and references to current priority school identification and processes.

Adds new definitions for:

- Department – KDE;
- ESSA;
- Level – elementary, middle, or high school;
- Turnaround – a comprehensive transformation of a school to achieve accelerated, meaningful, and sustainable increases in student achievement through improved school leadership and school district support;
- Turnaround plan – a mandatory school plan that is designed to improve student learning and performance with evidence-based interventions as defined in ESSA and that is developed and implemented by the local school district in partnership with stakeholders, including the principal, other school leaders, teachers, and parents; and
- Turnaround team – the turnaround training and support team selected by the local board of education.

Deletes language related to previous definition of persistently low-achieving schools and provisions for identification.

Adds new language for identification of schools:

Targeted Support and Improvement

- Beginning in the 2018-2019 school year, KDE must identify a school for targeted support and improvement if the school has at least 1 subgroup (ESSA) whose performance in the state accountability system by level is at or below the summative performance of all students, based on school performance, in any of the lowest-performing 5 % of all schools.
- Beginning in the 2019-2020 school year, or the second year of implementation of ESSA, KDE must identify a school for targeted support and improvement if the school has at least 1 subgroup whose performance in the state accountability system by level is at or

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

below that of all students, based on the school performance, in any of the lowest-performing ten percent of all schools for two consecutive years.

Comprehensive Support and Improvement

- Beginning in 2018-2019, KDE shall identify a school for comprehensive support and improvement if a school is:
 - In the lowest-performing five percent (5%) of all schools in its level based on the school's performance in the state accountability system;
 - A high school with a four- (4) year cohort graduation rate that is less than eighty percent (80%); or
 - Identified by the department for targeted support and improvement and fails to exit targeted support and improvement status.

Adds new language for responsibilities for schools:

Targeted Support and Improvement

- Local school personnel and stakeholders must revise its school improvement plan, which is subject to review and approval by the local board of education.
- Revised plans must include:
 - Components of turnaround leadership development and support.
 - Identification of critical resource inequities.
 - Evidence-based interventions.
 - Additional actions that address the causes of consistently underperforming subgroups of students.

If adequate performance progress is not made (and as defined by the department):

- By a school identified in Section 12, Subsection (2)(b) (lowest-performing ten percent (10%) of all schools for two (2) consecutive years), the local school district must take additional action to assist and support the school in reaching performance goals.
- By a school identified in Section 12, Subsection (2)(a) (any of the lowest-performing five percent (5%) of all schools), the school must be identified for comprehensive support and improvement.

Comprehensive Support and Improvement

Audit Process

- When a school is identified for comprehensive support and improvement, an audit must be performed.
- The local board of education must select a turnaround audit team with documented expertise in diagnosing the causes of an organization's low performance and providing advice and strategies resulting in effective turnaround leadership.
- The audit team cannot include any of the district's employees.
- If the local board determines no suitable audit teams are available, the board must select the department to perform the audit.
- The KBE must recommend criteria to the local board of education for a review process that a turnaround audit team may utilize to assess the turnaround leadership capacity of the principal, superintendent, and district.
- The audit must be the only comprehensive audit required for a school unless the school fails to exit comprehensive support and improvement status or exits comprehensive

SB 1 – PGES / Assessment and Accountability / School Interventions
2017 Regular Session

support and improvement status but subsequently repeats as a school identified for comprehensive support and improvement.

- An audit team established to audit a school identified for comprehensive support and improvement must include in the review and report:
 - A diagnosis of the causes of the school's low performance, with an emphasis on underperforming subgroups of students and corresponding critical resource inequities.
 - An assessment and recommendation to the superintendent regarding the principal's capacity to function or develop as a turnaround specialist, including if the principal should be reassigned to a comparable position in the school district.
 - An assessment of the interaction and relationship among the superintendent, central office personnel, and the school principal.
 - A recommendation of the steps the school may implement to launch and sustain a turnaround process.
 - A recommendation to the local board of education of the turnaround principles and strategies necessary for the superintendent to assist the school with turnaround.

- The audit report must be provided to the superintendent, local board of education, school principal, commissioner of education and the KBE.

After the audit, each school identified for comprehensive support and improvement must engage in the following turnaround intervention process:

- The local board of education must:
 - Issue a request for proposals for a private entity with documented success at turnaround diagnosis, training, and improved performance of organizations to provide a turnaround training and support team to the school identified for comprehensive support and improvement.
 - The local board of education must select the turnaround entity and negotiate the scope and duration of the entity's services.
 - Utilize local staff and community partners to serve as the turnaround team for the school identified for comprehensive support and improvement.
 - Select the KDE to serve as the turnaround team, if the local board determines the options above are not viable alternatives.

- The authority of the school council must be transferred to the superintendent.
- The superintendent may either retain the principal or reassign to a comparable position.
- The superintendent must select a principal for the school if a principal vacancy or reassignment occurs.
- The superintendent may reassign staff.
- The superintendent must collaborate with the turnaround team to design ongoing turnaround training and support for the principal and a monitoring system of effectiveness and student achievement results.
- The principal must collaborate with the turnaround team to establish an advisory leadership team representing school stakeholders.
- The local school board must collaborate with the superintendent, principal, turnaround team, and the advisory leadership team to propose a three- (3) year turnaround plan.

SB 1 – PGES / Assessment and Accountability / School Interventions **2017 Regular Session**

- The turnaround plan must include requests to KDE for exemptions from submitting documentation that are identified as inhibitors to investing time in innovative instruction and accelerated student achievement of diverse learners including ongoing staff instructional plans, student interventions, formative assessment results, or staff by effectiveness processes.
- The turnaround plan must be reviewed for approval by the superintendent and the local board of education and must be subject to review, approval, monitoring and periodic review by KDE.
- The district may ask KDE for technical assistance.
- The turnaround plan must be implemented the first day of the school year following identification.
- The superintendent must report to the local board on progress periodically.
- The superintendent must report to the commissioner of education at least once a year on the progress.
- To assist with funding the audit and turnaround intervention process and not provided by the department, the department must annually reimburse the school district for a maximum of 3 years, an amount not to exceed the amount budgeted by the department to serve as the turnaround team to a school, including Commonwealth School Improvement Funds and assistance personnel.

- The KBE must establish statewide exit criteria for schools identified for targeted support and improvement and comprehensive support and improvement.
- If a school does not make any annual improvement as determined by KDE for two consecutive years or if the school does not exit the status after three years, the school must enter a school intervention process that is chosen by the commissioner of education that provides more rigorous support and action by the department to improve the school's performance.
- For school districts that include a significant number of schools, as determined by the KBE, identified for targeted support and improvement:
 - KDE must periodically review a local board's resource allocations to support school improvement and provide technical assistance to the local board.
 - KDE may provide a recommended list of turnaround or school intervention providers that have demonstrated success implementing evidence-based strategies.

- A school's right to establish a council may be restored by the local board of education two (2) years after the school exits comprehensive support and improvement status.

Section 13

Amends: [KRS 160.107](#)

Application and Implementation Requirements for Districts of Innovation

The bill updates language related to increasing the number of students in postsecondary. It replaces “persistently low-achieving school” with comprehensive support and improvement.

**SB 1 – PGES / Assessment and Accountability / School Interventions
2017 Regular Session**

Section 14

Amends: [KRS 164.020](#)

Council on Postsecondary Education (CPE)

Relates to CPE and makes a technical update.

Section 15

Amends: [KRS 164.7874](#)

Definitions statute

Makes a technical update.

Section 16

Amends: [KRS 158.145](#)

School dropout rate

Makes a technical update.

Section 17

Amends: [KRS 158.6457](#)

Definitions

Makes a technical update.

Section 18

Non-codified Language

Intent to repeal the common core.

Section 19

Non-codified Language

Emergency.