

Comprehensive Support and Improvement

Office of Continuous Improvement and Support
Kentucky Department of Education



Agenda

- Identification of Schools
- The Audit
- Leadership Capacity Recommendation
- Turnaround Team
- Turnaround Plan
- Leadership Implications
- Exit Criteria





A Note about the Regulation

- ❑ Changes to the regulation are working their way through the process.
- ❑ Any changes that are part of the draft regulation are noted in **red text** throughout the webinar.



Identification of Schools in Fall 2019

- ❑ As required by the Every Student Succeeds Act (ESSA), Kentucky will be identifying a list of Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) schools in fall 2019.
- ❑ Data from 2018-19 will be used for reporting and to identify schools needing support and assistance.
- ❑ TSI and CSI schools will be identified at each level (elementary, middle, and high) in fall 2019.



Identification of CSI

- ❑ Schools will be identified for CSI if...
 - ❑ they are in the lowest 5% of schools by level,
 - ❑ they are a high school with a graduation rate below 80%, **or**
 - ❑ they fail to exit Additional Targeted Support and Improvement (ATSI) status after three years.



The Audit

- Audits can be conducted by KDE or an outside organization.
- Non-KDE teams must be approved by KDE.
- No LEA employees may serve on the audit team.
- Within 30 days of identification, the LEA must inform KDE of who will be conducting its audit.**

The Audit Continued

- ❑ Audits must be scheduled within 45 days of identification.
- ❑ Audits include the following:
 - ❑ Review of relevant data,
 - ❑ Review of CSIP/CDIP,
 - ❑ Stakeholder interviews,
 - ❑ Direct observation,
 - ❑ Working condition surveys,
 - ❑ School council minutes and agendas,
 - ❑ Other information deemed necessary by the Commissioner of Education.



Leadership Capacity Recommendation

- ❑ Audit teams also make a recommendation to the Commissioner regarding the district and principal's capacity to lead the turnaround efforts.
 - ❑ (a) The principal demonstrates maintenance and communication of a visionary purpose and direction committed to high expectations for learning as well as shared values and beliefs about teaching and learning;
 - ❑ (b) The principal leads and operates the school under a governance and leadership style that promotes and supports student performance and system effectiveness;
 - ❑ (c) The principal establishes a data-driven system for curriculum, instructional design, and delivery, ensuring both teacher effectiveness and student achievement;
 - ❑ (d) The principal ensures that systems are in place for accurate collection and use of data;
 - ❑ (e) The principal ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students; and
 - ❑ (f) The principal ensures that the school implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.



Turnaround Team

- ❑ The LEA must appoint a Turnaround Team to lead the turnaround efforts. The LEA has three options for selecting a team:
 - ❑ Conduct a Request for Proposals (RFP) for a private entity.
 - ❑ Build a team using local staff and/or community partners,
 - ❑ Utilize the services provided by the Kentucky Department of Education.



Turnaround Team Continued

- ❑ LEA's must complete the "Notification of Non-Department Turnaround Team" form within 15 days of receiving their audit findings.
- ❑ Non-KDE teams must be approved by KDE. The department has 15 days to process the notification.





Turnaround Plan

- Turnaround plans must be developed and submitted to KDE within 30 days of the delivery of the audit findings.
- Schools must develop a three year plan:
 - Must include evidence-based practices,
 - Must include a comprehensive list of persons and entities involved,
 - Must include a review of resource inequities.
- Plans must be approved by the superintendent, local board, and Commissioner of Education.

Leadership Implications

- ❑ Upon identification as CSI, the authority of the SBDM council is transferred to the Superintendent. Schools should create Advisory Leadership Teams.
 - ❑ Names and addresses of Advisory Leadership Team (ALT) members must be submitted to KDE.
- ❑ Following the release of audit findings:
 - ❑ The superintendent may retain or reassign the principal and the superintendent shall select a principal if a vacancy occurs.
 - ❑ Upon recommendation of the principal, the superintendent may reassign certified staff members.
 - ❑ The superintendent and principal shall collaborate with the turnaround team to design ongoing turnaround training and support for the principal and a corresponding monitoring system of effectiveness and student achievement results.



Exit Criteria

- ❑ A school exits CSI status when...
 - ❑ it no longer meets the criteria for identification and
 - ❑ **it demonstrates progress on the overall score, which encompasses all indicators included in Kentucky's accountability system as established in 703 KAR 5:270 for the group or groups that served as the basis for identification.**



Thank You!

If you have questions regarding Comprehensive Support and Improvement status, please contact the District 180 branch in the Office of Continuous Improvement and Support at (502) 564-2116.

