An Introduction to Targeted and Comprehensive Support and Improvement

Office of Continuous Improvement and Support
Kentucky Department of Education

How did we get here?

- ❏ *Every Student Succeeds Act* (ESSA)
  - ❏ Kentucky's State Plan
- ❏ Senate Bill 1 (2017)
  - ❏ KRS 160.346
- ❏ Regulation
  - ❏ 703 KAR 5:280 – School Improvement Procedures

Targeted Support and Improvement (TSI) Entrance Criteria

	Targeted Support and Improvement (TSI) KRS 160.346
Tier I TSI (Early Warning)	Beginning 2020-2021: School has at least one subgroup whose performance in the state accountability system is at or below the summative performance of all students in any of the lowest-performing 10 percent of all schools for **two consecutive years**.
Tier II TSI (Low Performance)	Beginning 2018-2019: School has at least one subgroup whose performance in the state accountability system is at or below the summative performance of all students in any of the lowest-performing 5 percent of all schools.

TSI Exit Criteria

	Targeted Support and Improvement 703 KAR 5:280
Tier I TSI (Early Warning)	Districts determine exit criteria, but at minimum must reflect the following: Schools will exit when the specific targeted subgroup(s) move(s) above the performance of all students in the bottom 10 percent of Title I schools or non-Title I schools in comprehensive support and improvement.
Tier II TSI (Low Performance)	Schools will exit when the specified subgroup(s) move(s) above the performance of all students in the bottom 5 percent of Title I schools or non-Title I schools in comprehensive support and improvement and demonstrate continued progress on the data that served as a basis for identification.

Implications

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- ❑ A TSI school's improvement plan is embedded in the school's comprehensive school and improvement plan (CSIP).

- ❑ The local education agency (LEA) monitors and supports TSI school's implementation of the TSI improvement plan.

- ❑ A school that does not exit TSI Tier II status within three years of identification rolls into CSI status.

CSI Entrance Criteria

| Comprehensive Support and Improvement (CSI) KRS 160.346	
CSI I	Bottom 5 percent of all schools
CSI II	Less than 80 percent graduation rate (all high schools)
CSI III	Identified for TSI II (lowest 5 percent) and fails to exit after three years

CSI Exit Criteria

Comprehensive Support and Improvement703 KAR 5:280	
CSI I:	Performance above the bottom 5 percent of Title I schools or non-Title I schools **AND** demonstrates continued progress on the data that served as the basis for identification.
CSI II:	A graduation rate above 80 percent for Title I or non-Title I high schools **AND** demonstrates continued progress on the data that served as the basis for identification.
CSI III:	All student group(s) performance is above all students in any of the lowest 5 percent of Title I or non-Title I schools **AND** demonstrates continued progress on the data that served as the basis for identification.
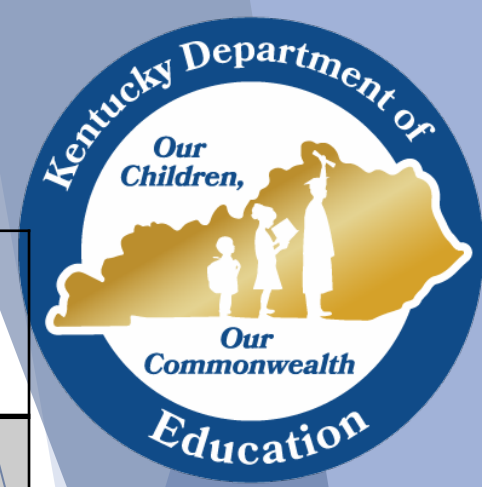
Implications

703 KAR 5:280

- ❏ The authority of the school council is suspended upon identification.

- ❏ Identification triggers a school and district audit.

- ❏ CSI schools create a turnaround plan that must be approved by the LEA and the commissioner of education.

- ❏ CSI schools that do not make annual progress for two consecutive years or exit status after three years will receive more rigorous intervention.

School Audit

703 KAR 5:280 – Section 4

❑ The school audit must be scheduled within 45 days of a school's identification for CSI and the audit report must incorporate the requirements of KRS 160.346(6):

- ❑ a diagnosis of the causes of low performance, with an emphasis on underperforming subgroups of students and corresponding critical resource inequities;

- ❑ an assessment and recommendation to the superintendent on the principal's capacity;

- ❑ 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; and

- ❑ a recommendation to the local board of education of the turnaround principles and strategies necessary for the superintendent to assist the school with turnaround.

School Audit (Continued)

❑ KBE recommends the school audit consist of the following additional criteria:

    ❑ analysis of state and local education data;

    ❑ analysis and recommendation regarding principal's capacity;

    ❑ a review of CSIP and other documents;

    ❑ interviews with students, parents, SBDMs (if applicable), school and LEA personnel and community members;

    ❑ direct observation;

    ❑ administration of teacher and principal working conditions surveys and student satisfaction surveys;

    ❑ SBDM meeting minutes and agendas, if applicable; and

    ❑ other information as deemed necessary by the commissioner.

Capacity Recommendations

❑ When the department serves as the audit team, the recommendation of the principal's ability to lead the intervention in the school will be based upon an assessment of whether the principal:

- ❑ Maintains and communicates visionary purpose and direction;

- ❑ Leads and operates the school under governance and leadership style that promotes and supports student performance and system effectiveness;

- ❑ Establishes a data-driven system for curriculum, instructional design and delivery

- ❑ Ensures systems are in place for accurate collection and use of data;

- ❑ Ensures systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students; and

- ❑ Implements a comprehensive assessment system to guide continuous improvement.

District Audit

703 KAR 5:280 – Section 5

❑ A district is subject to an audit when a school in the district has been identified as CSI.

   ❑ A district audit is to consist of:

      ❑ Analysis of state and local data;

      ❑ A review of level of functioning and recommendation to the commissioner as to whether the district has the capacity to manage the intervention in each identified school;

      ❑ A review of CDIP;

      ❑ Interviews with local board members, students, parents, school and district personnel and community members;

      ❑ Direct observation;

      ❑ Administration of teacher and principal working conditions surveys and student satisfaction surveys;

      ❑ Review of local board meeting minutes and agendas; and

      ❑ Other information deemed necessary by the commissioner.

District Capacity Recommendations

❑ When the audit team is directed by KDE, the determination of the district's level of functioning and ability to manage the intervention in the school identified for comprehensive support and improvement will be based upon an assessment in the following areas:

  ❑ Maintains and communicates a visionary purpose and direction;

  ❑ Operates under a governance and leadership style that promotes and supports student performance and system effectiveness;

  ❑ Ensures a data-driven system for curriculum, instructional design and delivery is established;

  ❑ Ensures that systems are in place for accurate collection and use of data;

  ❑ Ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students; and

  ❑ Ensures that a comprehensive assessment system is implemented.

Audit Team Membership

703 KAR 5:280 – Section 3

❑ For audit teams directed by KDE:

    ❑ Chair of audit team – a certified administrator approved by the department, a certified administrator member of the review team or a similarly qualified individual

    ❑ Team members:

        ❑ School improvement specialist

        ❑ Teacher (actively teaching or within last three years)

        ❑ Principal (actively serving or within last three years)

        ❑ Other administrator (LEA-level)

        ❑ Parent or guardian of school-age child

        ❑ University representative (actively serving or within last three years)

Notification of Audit Findings

703 KAR 5:280 – Section 6

❑ School audit findings, including all capacity recommendations, must be submitted to the Commissioner.

❑ Charter school or district audit findings, including capacity recommendations, must be submitted to Commissioner.

   ❑ The commissioner makes determination regarding the district or governing board's level of functioning and whether the district or governing board has the capacity to manage the intervention in each identified school.

❑ After the initial school or district audits and within 30 days of receiving the audit findings, the commissioner will notify in writing the school, district or charter governing board and the charter authorizer of the audit findings and recommendation regarding the principal or school leader's leadership capacity and authority and a determination regarding the district or governing board's leadership capacity and authority.

   ❑ The superintendent then makes any necessary determination regarding the principal or other certified staff.

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Turnaround Team and Plan for CSI Schools

703 KAR 5:280 – Section 7

❑ Team that works on the creation and implementation of the turnaround plan

❑ LEA determines the turnaround team:

  ❑ Request For proposal (RFP) for private entity; OR

  ❑ Local staff or community partners; OR

  ❑ KDE

Elements of the Turnaround Plan

❑ Elements:

❑ Evidence-based interventions to increase student performance and address critical needs identified in the audit;

❑ A comprehensive list of people and entities involved in turnaround efforts and the roles they will play in that work; and

❑ A review of resource inequities that must include an analysis of school-level budgeting to ensure resources are adequately channeled toward school improvement.

❑ The LEA approves and commits resources to the plan.

❑ The LEA submits the plan to the commissioner for review and approval.

❑ The commissioner may find the plan insufficient and work with the LEA to make changes.

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Advisory Leadership Team

703 KAR 5:280 – Section 8

❑ Minority member requirement

   ❑ Schools having 8 percent or more minority students enrolled, should have at least one minority member serving on the team.

❑ Meetings are open to the public

❑ Duties:

   ❑ Providing support for systems that seek to build capacity in school leadership;

   ❑ Promoting positive school climate and culture; and

   ❑ Supporting the continual use of data-driven decision-making to support school improvement.

Monitoring of Plan Implementation

703 KAR 5:280 – Section 9

❑ All schools identified as CSI are subject to monitoring and periodic review by KDE.

❑ Monitoring:

❑ Onsite support by KDE staff when KDE is chosen by the LEA to serve as the turnaround team or when more rigorous intervention by the department is warranted;

❑ Annual review of school and LEA state accountability data;

❑ Review of indicators of school quality; and

❑ Other measures deemed necessary by KDE to ensure compliance with ESSA.

❑ Periodic review:

❑ Periodic review of the turnaround plan will include periodic site visits, direct observations and interviews with students, parents, council members and, if applicable, school and LEA personnel and community members.

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More Rigorous Intervention

703 KAR 5:280 – Section 10

❑CSI schools that do not exit in three years

OR

❑CSI schools that do not make annual improvement for two years:

  ❑A school audit conducted by KDE;

    ❑Additional audit every two years if not exited.

  ❑Onsite assistance by department staff; and

  ❑Evaluation and modification of the school turnaround plan.

Districts with schools that do not exit CSI status:

❑ A district audit conducted by KDE.

    ❑ An additional district audit every two years if the CSI school does not exit.

❑ Regardless of the number of CSI schools served, no district shall receive more than one audit every two years.

- **Upon release of data**
  - Schools are notified they have been identified as CSI.

- **Within 30 days of notification of identification**
  - LEA declares intent to use KDE **or** another option for audit.
  - LEA declares intent to use KDE **or** another option for turnaround team.

- **Within 45 days of identification of CSI**
  - School audit must be scheduled.
  - District audit must be scheduled.

- **After completion of school and district audits and within 30 days of receiving audit findings**
  - Commissioner notifies school, district, charter governing board and charter authorizer of audit findings and recommendations regarding principal or school leadership's capacity and authority and determination regarding the district or governing board's leadership capacity and authority.

- **Within 30 days of release of audit findings**
  - Turnaround team develops a turnaround plan.
  - Turnaround team presents the turnaround plan to the LEA for approval.
  - The plan is then submitted to the commissioner for approval.

KRS 160.346(7)(j): The turnaround plan shall be fully implemented by the first full day of the school year following the school year the school was identified for comprehensive support and improvement.

Other Important Information

ESSA's Evidence Provisions

Section 8101(21)(A) of the Every Student Succeeds Act defines evidence-based as an activity, strategy or intervention that demonstrates statistically significant effect on improving student outcomes or other relevant outcomes based on:

1. Strong evidence from at least one well-designed and well-implemented experimental study;

2. Moderate evidence form at least one well-designed and well-implemented quasi-experimental study; or

3. Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

4. Demonstrating a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes that includes ongoing efforts to examine the effects of such activity, strategy or intervention.

KDE Evidence-based Practices Resources Available Online

- ☐ ESSA Evidence Levels

- ☐ Evidence-Based Practices Glossary of Terms

- ☐ Evidence-Based Frequently Asked Questions

- ☐ What Works Clearinghouse (WWC) User Guide

- ☐ ESSA Evidence Resources: Clearinghouses and Databases

- ☐ Empowered by Evidence: Reviewing Evidence Under ESSA

- ☐ Empowered by Data: Evaluating Intervention Impact

- ☐ Evidence-Based Interventions: An Overview (Webinar)

- ☐ Evidence for ESSA: An Introduction to Study Design (Webinar)

LEAs Serving a Significant Number of TSI/ CSI Schools

$$\frac{\text{Total Number of TSI or CSI Schools in LEA}}{\text{Total Number of A1 Schools in LEA}} = \text{LEA Serving a Significant Number of TSI or CSI Schools}$$

❑Criteria:

❑More than 10 percent of A1 schools are CSI or TSI; AND

❑More than one school identified for CSI or TSI.

Technical Assistance for LEAs Serving a Significant Number of Schools (CSI)

- ❑ Technical assistance:
  - ❑ District or school audit if a charter school conducted by KDE; and
  - ❑ Onsite support from KDE at the district level.
- ❑ KDE staff will:
  - ❑ Coordinate with LEA to ensure direct support of schools identified for CSI;
  - ❑ Review resources and allocations to determine if they are being used effectively for school improvement;
  - ❑ Work with the LEA to address any identified resource inequities that negatively impact schools and students; and
  - ❑ Work with the LEA to develop sustainable systems to support school improvement.

Technical Assistance for LEAs Serving a Significant Number of Schools (TSI)

- Technical assistance:
  - Periodic site visits; and
  - Onsite support by department staff at the district level.
- KDE staff will...
  - Review LEA resources and allocations to determine if they are being used effectively for school improvement;
  - Provide technical assistance to the LEA regarding resource allocation to support school improvement; and
  - Connect LEAs with professional development opportunities to help build capacity for school improvement.

Sources

- [703 KAR 5:280](#)

- [KRS 160.346](#)

- [Kentucky State Plan](#)

- [Every Student Succeeds Act](#)