

## KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE REVIEW ITEM

**Topic:** KDE's Continuous Improvement Process

**Date:** August 2, 2022

**Held In:**  Full Board

Curriculum, Instruction and Assessment     Operations

### SUMMARY OF PRESENTATION:

In accordance with the Every Student Succeeds Act of 2015 (ESSA), the Kentucky Department of Education (KDE) is required to identify schools as Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Comprehensive Support and Improvement (CSI). In the fall of 2022, the KDE will identify TSI and CSI schools for the first time in three years due to the COVID-19 pandemic.

As part of its commitment to ensuring the success of all students, the KDE provides intensive support to schools identified as any of the three categories of low-performance. KDE's theory of action includes nurturing a long-term commitment to success, a thorough review and diagnosis of the causes of low performance, intensive on-site support, and the promotion of sustainable systems for improvement.

Per the law, only schools identified as CSI receive intensive support from the KDE while TSI and ATSI schools receive support as requested by district leadership. When a new CSI school is identified, the KDE begins the process by completing a diagnostic review. Teams of educational experts consisting of both KDE staff and non-KDE staff conduct site visits, interviews, and classroom observations in order to identify the potential causes of low performance. Teams then provide a list of improvement priorities which guide the school's initial improvement decisions.

TSI and ATSI schools may also receive Two-Day Reviews by request. These miniature reviews are completed by KDE staff and mirror the more rigorous process experienced by CSI schools.

Following the review, KDE staff supports schools in the improvement planning process. TSI, ATSI, and CSI schools complete a more rigorous version of the Comprehensive School Improvement Plan (CSIP) required by all schools. The KDE staff also support the low performing school in selecting evidence-based practices as required by the ESSA. Schools receive federal School Improvement Funds (SIF) to assist them in facilitating their turnaround process.

To support schools, KDE maintains a register of high quality staff in a variety of categories. District 180 staff include the internal KDE staff who provide ongoing support and ensure regulatory compliance. Education Recovery (ER) staff are embedded within CSI schools and provide daily support to low performing schools. KDE's team of Continuous Improvement Coaches provide ongoing improvement planning support and professional development to all schools in Kentucky, by request.

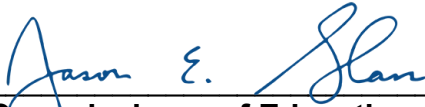
In addition to staffing, the KDE provides support through the regular review of the Student Performance Monitoring Report, attendance at the Continuous Improvement Summit, model

schools called “Hub Schools”, training in Shipley Improvement Systems and the LEAD Kentucky Program, and in Rutherford’s Artisan Leader program.

The KDE has a track record of success at providing support for low performing schools. The KDE has been serving low performing schools since 2010 and has been using the current diagnostic review process since 2012. In 2018, the KDE identified 51 CSI schools, 44 of which selected the KDE to serve as their turnaround team. In 2019, 63.4 percent of these schools exited the status after one year. No new schools have been eligible for exit since 2019 due to the COVID-19 pandemic.

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**Commissioner of Education**

Category:	<input type="checkbox"/> Educator Workforce Diversity	<input type="checkbox"/> Portrait of a Graduate Partnerships	<input type="checkbox"/> Racial Equity
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