

Webinar Transcript

An Introduction to Targeted and Comprehensive Support and Improvement

Slide No. 1:

Welcome to today's webinar: An Introduction to Targeted and Comprehensive Support and Improvement. This webinar is brought to you by District 180 in the Office of Continuous Improvement and Support at the Kentucky Department of Education.

Slide No. 2:

By the end of this webinar, participants will be able to explain the school improvement procedures for schools designated as Targeted Support and Improvement (TSI for short) or Comprehensive Support and Improvement (CSI).

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The agenda for this webinar is on the screen. We will start by making connections to the past and discussing how we got here. We will then review the entrance criteria, exit criteria and additional implications for schools designated as Targeted or Comprehensive Support and Improvement. Finally, we will tie up loose ends by discussing other key pieces of information related to TSI and CSI.

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OK – let's get started. The designations we now know as Targeted Support and Improvement and Comprehensive Support and Improvement were created by the United States Congress in 2015 with the passage of the Every Student Succeeds Act, or ESSA. Under ESSA, each state was tasked with creating a state implementation plan that was reviewed and approved by the U.S. Department of Education. Kentucky's state plan was approved in May 2018.

Along the way, the Kentucky legislature passed Senate Bill 1 (2017). This bill, later renumbered as KRS 160.346, aligned Kentucky's school improvement procedures with those outlined in the Every Student Succeeds Act. KRS 160.346 defines TSI and CSI entrance criteria for schools in Kentucky and authorized the Kentucky Department of Education to create school improvement regulations.

The new school improvement regulation, 703 KAR 5:280, went into effect in August 2018. This regulation governs the specific details related to TSI and CSI identification and improvement and also discusses exit criteria.

All of the information provided in this webinar is linked to these documents and the specific citations are embedded along the way.

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Let's take a look at the key provisions for TSI and CSI schools.

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We will start with TSI – Targeted Support and Improvement.

The entrance criteria for the TSI designation is on the screen. There are two ways that a school can be designated as TSI:

TSI Tier I: Early Warning:

Beginning with the 2020-2021 school year, TSI Tier I schools will be identified. This designation means that a 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**.

TSI Tier II: Low Performance:

Beginning with the 2018-2019 school year, TSI Tier II schools will be identified. This designation means that a 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.

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Now let's review at the exit criteria for TSI designated schools.

TSI Tier I: Early Warning:

Districts determine the exit criteria for TSI Tier I schools, 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.

TSI Tier II: 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.

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When a school is designated as a TSI school, the school must create a turnaround plan, which is embedded in the comprehensive school and improvement plan, or CSIP. The local school board is responsible for monitoring and supporting the school's implementation of its plan. It is

important that schools focus on improving the circumstances that led to its identification, because TSI Tier II schools that do not exit the TSI status within three years automatically become identified for .

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We will now shift our focus to the Comprehensive Support and Improvement designation.

The entrance criteria for CSI is on the screen. There are three CSI categories:

CSI I: The bottom 5 percent of all schools.

CSI II: High schools with a graduation rate below 80 percent.

CSI III: Schools identified for TSI Tier II (lowest 5 percent) that fail to exit after three years.

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Similar to TSI schools, the exit criteria for CSI schools looks for improvement on the criteria that was used for entrance.

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.

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When a school is designated as CSI, the authority of the school's school-based decision making council (SBDM) is immediately suspended and transferred to the superintendent. CSI identification also triggers both school and district audits. Once the audit is complete, schools must create a detailed turnaround plan that is approved by both the local school board and by Kentucky's commissioner of education. Schools that do not make annual progress for two consecutive years or fail to exit status after three years will receive more rigorous intervention.

We will now take a deeper dive into each of these implications.

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The procedures for the school audit are outlined in Section 4 of 703 KAR 5:280.

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.

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The Kentucky Board of Education 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.

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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.

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The procedures for a district audit are outlined in Section 5 of 703 KAR 5:280.

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 a 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;
- A review of local board meeting minutes and agendas; and
- Other information deemed necessary by the Commissioner.

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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.

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A school district is not required to select KDE to conduct the school audit. If it does, the requirements for audit team membership are outlined in Section 3 of 703 KAR 5:280.

For audit teams directed by KDE:

- The chair of the audit team must be a certified administrator approved by the department, a certified administrator member of the review team, or a similarly qualified individual
- Team members should include:
 - 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)

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Audit findings are made available to the public through a notification procedure outlined in Section 6 of 703 KAR 5:280.

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 the commissioner.

- The commissioner makes a 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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Following the audit, the school must establish a turnaround team and create a turnaround plan.

The turnaround team is the team that works on the creation and implementation of the turnaround plan.

The local school board determines the turnaround team. The board can do a request for proposal (RFP) for a private entity, use local staff or community partners or utilize the services provided by KDE.

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The turnaround plan must include the following 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 local school board approves the plan and commits resources to the plan. Once this is complete, the commissioner must review and approve the plans. The commissioner may find the plan insufficient and work with the LEA to make changes.

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When the authority of the SBDM council is suspended, an advisory leadership team is put in place to advise the principal and turnaround team. The advisory leadership team has the same requirements for minority membership and open meetings as an SBDM council.

The advisory leadership team is responsible for the following:

- 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.

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

- Monitoring includes the following:
 - 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 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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Schools that fail to exit CSI status in three years or that do not make annual improvement for two years receive more rigorous intervention. This includes the following:

- A school audit conducted by KDE, with an additional audit every two years if not exited;
- Onsite assistance by department staff; and
- Evaluation and modification of the school turnaround plan.

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Similarly, districts with schools that do not exit CSI status are subject to a district audit conducted by KDE, with 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.

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A condensed timeline of the CSI process has been provided on the screen. This timeline is aligned with the school improvement regulation 703 KAR 5:280.

Schools are notified if they have been identified as CSI upon the release of data.

Within 30 days so that notification, the LEA must declare its intent to use KDE or another option for its audit and/or turnaround teams.

Within 45 days of identification, the school and district audits must be scheduled.

After the audit is complete and within 30 days of receiving the audit findings, the commissioner notifies the school, district, charter governing board and charter organizer of the audit findings and capacity recommendations.

Within 30 days of the release of audit findings, the school must identify its turnaround team and develop its turnaround plan, present the plan to the LEA for approval and submit the plan to the commissioner for approval.

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In addition to the specific requirements already covered, there are a few other important reminders to note.

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The Every Student Succeeds Act (ESSA) and KRS 160.346 require TSI and CSI turnaround plans to be rooted in evidence-based practices. 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.

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KDE has created a library of resources to assist you in selecting and evaluating evidence-based practices. They are housed on the Evidence-Based Practices webpage and are linked in the PowerPoint for your convenience.

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The school improvement regulation, 703 KAR 5:280, also stipulates additional support for LEAs serving a significant number of TSI and CSI schools.

The formula for determining a significant number is on the screen. An LEA is determined to be serving a significant number of TSI and CSI schools if more than 10 percent of A1 schools are CSI or TSI and if more than one school is identified for CSI and TSI.

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Districts identified as servicing a significant number of CSI schools will receive the following support:

Technical assistance includes:

- A district or charter school audit conducted by KDE; and
- Onsite support from KDE at the district level.

Additionally, 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.

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Districts identified as servicing a significant number of TSI schools will receive the following support:

Technical assistance includes the following:

- Periodic site visits; and
- Onsite support by department staff at the district level.

Additionally, KDE staff shall...

- 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.

Slide No. 32:

Thank you for viewing this webinar. During the webinar, we provided you with an introduction to the improvement procedures for Targeted and Comprehensive Support and Improvement. The sources used in this presentation are listed on the screen and hyperlinked in the PowerPoint and transcript for your convenience.

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

References and Resources

- [703 KAR 5:280](#)
- [KRS 160.346](#)
- [Kentucky State Plan](#)
- [Every Student Succeeds Act](#)