

Senate Bill 1 on Standards, Assessments, Accountability, and Interventions

Summary of the Major Provisions of the Senate Committee Substitute | February 20, 2017 | www.prichblog.blogspot.com

STANDARDS FOR WHAT STUDENTS KNOW AND CAN DO	
LANGUAGE ARTS, MATH, SCIENCE & SOCIAL STUDIES	<p>Standards for language arts, mathematics, science, and social studies will be revised through a process implemented by the Kentucky Department of Education (KDE) that includes the following steps:</p> <ul style="list-style-type: none"> ▪ Educators and the public will comment on current standards, with an independent group reporting out their feedback ▪ Advisory panels of public school teachers and higher education representatives will review the standards, assessments, and comments and recommend changes for their subject and grade band ▪ Review and development committees of public school teachers and higher education representatives will recommend changes to K-12 standards and alignment of assessments for their entire subject ▪ Educators, the Interim Joint Committee on Education, and others will comment on recommendations ▪ A standards and assessment process review committee (the commissioner of education, three senators, three representatives, and three members appointed by the governor) will decide if stakeholders had adequate input opportunities and the recommendations are to be sent to the Kentucky Board of Education (KBE) for action ▪ KBE will approve changes to Kentucky’s academic standards and assessment alignment.
OTHER SUBJECTS	Standards for arts & humanities, practical living and career studies, and middle/high school foreign languages will be revised through review committees of public school teachers and postsecondary teachers.
TIMING	Revisions will be done in 2017-18 and every six years after that.
ASSESSMENTS AND APPROACHES TO MEETING STANDARDS	
LANGUAGE ARTS, MATH, SCIENCE & SOCIAL STUDIES	Kentucky standards in language arts, math, science & social studies will be assessed. Writing will be assessed once in middle school and once in high school. Assessment reports to districts and schools will include a subset of test items from each assessment and student results for those items. KBE will also have the option of including competency-based assessments.
READINESS ASSESSMENTS	A college admission and placement test will be given in the spring of grade 10 and spring of grade 11. Industry-recognized certifications, licensures, and credentials will also be used as evidence of readiness.
OTHER SUBJECTS	<p>For visual and performing arts, practical living and career studies, and middle/high school foreign language:</p> <ul style="list-style-type: none"> ▪ Principals will complete annual profile reports describing how schools will address state standards ▪ Profile reports will be signed by school council members, sent to KDE, filed at local board offices, and linked on the KDE website. ▪ School staff, students, and parents with “concerns regarding deficiencies in a school's implementation of the programs” will submit written inquiries to their school councils. <p>Program reviews will no longer be used.</p>
ACCOUNTABILITY STEPS TO ENSURE PROGRESS TOWARD MEETING STANDARDS	
ACCOUNTABILITY CLASSIFICATIONS	<p>The accountability system will classify districts and schools annually and include:</p> <ul style="list-style-type: none"> ▪ An “overall summative performance evaluation” that will combine academic and school quality indicators but will not use single numerical score that ranks schools against each other ▪ Student assessment results ▪ Progress toward English proficiency by limited English proficiency students ▪ Quality of school climate and safety ▪ High school graduation rates ▪ Postsecondary readiness for each high school measured by students earning: <ul style="list-style-type: none"> ▪ College readiness benchmark scores on the college admissions test given statewide ▪ Dual credit, postsecondary articulated credit, or apprenticeship time toward a credential or associate degree ▪ Industry-recognized certifications, licensures, or credentials, including those that do not require a sequence of courses and giving with more accountability weight to those in high demand ▪ Any other factor mandated by the federal Every Student Succeeds Act.

<p>TARGETED SUPPORT AND IMPROVEMENT</p>	<p>Targeted support will go to schools where economically disadvantaged students, students from major racial and ethnic groups, children with disabilities or English learners have:</p> <ul style="list-style-type: none"> ▪ Performance like the lowest-performing five percent of schools or ▪ Two years of performance like the lowest-performing ten percent of schools <p>Targeted support will require a revised school improvement plan that:</p> <ul style="list-style-type: none"> ▪ Is revised by local school personnel (working with the principal, teachers, and parents) ▪ Includes turnaround leadership components, resource inequities, evidence-based interventions, and other actions to address causes of consistently underperforming subgroups of students ▪ Is “subject to review and approval” by the school board <p>If targeted support schools does not make adequate performance progress:</p> <ul style="list-style-type: none"> ▪ Those with results like the lowest five percent will move to comprehensive support. ▪ Those with results like the lowest ten percent will receive added local assistance and support.
<p>COMPREHENSIVE SUPPORT AND IMPROVEMENT</p>	<p>Comprehensive support will go to:</p> <ul style="list-style-type: none"> ▪ Schools in the lowest-performing five percent of all schools in the state accountability system ▪ High schools with a four year cohort graduation rate that is less than 80 percent ▪ Schools that are in targeted support based on results like the lowest-performing five percent of schools and fail to exit under criteria set by KBE. <p>Once a school qualifies for comprehensive support, an audit team chosen by the school board will diagnose causes and make recommendations in a report sent to the principal superintendent, school board, commissioner, and KBE.</p> <p>After the audit, the turnaround intervention process will include these steps:</p> <ul style="list-style-type: none"> ▪ The school board will choose a turnaround team to provide training and support (a private entity with documented success, local staff and community partners, or KDE) ▪ The superintendent will assume school council powers, have the power to reassign the principal to comparable positions in the district, fill principal vacancies (after consulting turnaround team, parents, and staff) and design turnaround training and support for the principal (with turnaround team collaboration) ▪ The principal will establish an advisory leadership team that includes parents, teachers, and other school leaders (with turnaround team collaboration) and will recommend whether certified staff should be reassigned to comparable positions in the district ▪ The school board will propose a three-year turnaround plan (with superintendent, principal, turnaround team, and advisory leadership team collaboration) that needs approval by the superintendent and school board and that is “subject to review, approval, monitoring, and periodic review” by KDE ▪ The plan will include requests for KDE to waive paperwork requirements and will be implemented by the first day of the school year after the school is identified ▪ The superintendent will report on implementation and results to the school board and commissioner ▪ KDE will fund turnaround work at the same level no matter who provides the turnaround team. <p>If a school does not make improvement after two years or does not exit comprehensive support after three years, it will move to a school intervention process providing more rigorous support and action from KDE under regulations set by KBE.</p> <p>Two years after a school exits comprehensive support, its council “may be restored by the local board of education.”</p>
<p>GAP TARGETS</p>	<p>Locally established gap reduction targets will be set by October 1 and school improvement plan revisions due by January 1 each year. Schools that miss targets once will need the superintendent’s approval of their professional development and extended school services plans. Schools that miss the same target twice will be reported to the local board and the Commissioner, and their school improvement plans will be “subject to review and approval” by KDE.</p>

OTHER CHANGES	
CERTIFIED STAFF EVALUATIONS	Local districts will establish their own evaluation systems for teachers, principals, and other certified staff. Those evaluation systems will be aligned to a KDE “framework for teaching” that does not include student growth. Evaluation results will not be reported to KDE or used in accountability.
SCHOOL COUNCIL CHANGES	<p>Council curriculum policy will include required implementation and reporting on visual and performing arts, practical living and career studies, middle/high school foreign languages, and writing.</p> <p>Council policy on “use of school space during the school day” will be limited to provisions “related to improving classroom teaching and learning.”</p> <p>Council policy on the school’s writing program will be submitted to KDE for review and comment.</p> <p>Principal will be selected for schools with councils by one of two processes:</p> <ul style="list-style-type: none"> ▪ Superintendent recommends a candidate and council has option interviewing and then accepting that candidate or moving to the process below ▪ Superintendent and council consider applicants and the council selects a candidate by majority vote. <p>In all school districts, provisions of any employer-employee bargained contract will apply to principal selection that uses the superintendent recommendation option above but will not apply to other council decisions.</p> <p>Council roles will also be affected by accountability changes:</p> <ul style="list-style-type: none"> ▪ At targeted support schools, the council will not develop school improvement plans revisions ▪ At comprehensive support schools, council powers will be transferred to the superintendent ▪ Councils “may be restored by the local board of education” two years after comprehensive support ends ▪ Profile reports on school implementation of standards for visual and performing arts, practical living and career studies, and middle/high school foreign languages will be signed by council members ▪ Student, parent, and staff concerns about school implementation of those standards will be submitted to the council in writing.
DEPARTMENT OF EDUCATION CHANGES	<p>For schools receiving comprehensive support, KDE will:</p> <ul style="list-style-type: none"> ▪ Be selected to serve as the turnaround team if a local school board finds if private provider or local staff and community partners are not feasible options ▪ Provide technical assistance for turnaround plan development and implementation if asked to do so ▪ Reimburse district audit and turnaround intervention process expenses, for a maximum of three years in amounts up to the budget used when the KDE itself serves as the turnaround team ▪ Review local resource allocations for school improvement in districts with significant numbers of targeted support schools <p>For teacher evaluations, KDE will:</p> <ul style="list-style-type: none"> ▪ Establish a statewide framework for teaching ▪ Not establish a statewide evaluation system aligned with that framework. ▪ Not require any reports from schools or districts about the staff evaluation results ▪ Have the option of conducting site visits to review and ensure appropriate implementation of district evaluation systems, but no longer be required to conduct those visits <p>KDE will also:</p> <ul style="list-style-type: none"> ▪ Pay the cost of assessments for an industry-recognized certification, credential or licensure for students who have taken at least two KDE-approved related career pathway course ▪ Develop a profile report for schools to describe how they address visual and performing arts, practical living and career studies, middle high school foreign language standards (in consultation with the review committees that work on those standards). ▪ Provide recommendations for school programs in visual and performing arts, practical living and career studies, middle high school foreign language, and writing ▪ Provide assistance on continuous assessment or response-to-intervention when asked to do so