



State of Tennessee

PUBLIC CHAPTER NO. 578

SENATE BILL NO. 122

By Haile

Substituted for: House Bill No. 1501

By Cochran, White, Todd, Smith, Howell

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 1 and Title 49, Chapter 6, relative to kindergarten through grade twelve (K-12) education.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, is amended by adding the following as a new part:

49-6-3601.

This part is known and may be cited as the "School Turnaround Pilot Program Act."

49-6-3602.

As used in this part:

- (1) "Department" means the department of education;
- (2) "Non-pilot school" means a priority school that is not assigned by the department to participate in the school turnaround pilot program;
- (3) "Priority school" means a school placed in priority status pursuant to § 49-1-602 that is identified by the commissioner of education as a priority school;
- (4) "School in need of intervention" means a priority school that is assigned by the department to the school turnaround pilot program; and
- (5) "School turnaround pilot program" or "pilot program" means the pilot program developed by the department in accordance with this part.

49-6-3603.

(a) The department shall create and develop a four-year school turnaround pilot program for priority schools pursuant to § 49-6-3604.

(b) The department shall select five (5) priority schools that are diverse in grade levels to participate in the pilot program. The department shall select at least one (1) priority school from each grand division of this state to ensure that the priority schools selected to participate in the pilot program are geographically diverse.

(c) The department shall operate and administer the pilot program for four (4) school years beginning with the 2021-2022 school year. In the 2021-2022 school year, schools in need of intervention must develop a school turnaround plan.

(d)(1) In the three (3) school years from the 2022-2023 school year through the 2024-2025 school year, each school in need of intervention must implement the school's respective school turnaround plan.

(2) The department shall evaluate the progress of each school in need of intervention to determine whether the school meets the priority school exit criteria established by the state's federally approved Every Student Succeeds Act (ESSA) plan established pursuant to the Every Student Succeeds Act (ESSA) (20 U.S.C. § 6301 et seq.) at the end of each school year of the pilot program. The department shall begin the department's evaluations of schools in need of intervention pursuant to this subdivision (d)(2) following the 2022-2023 school year and shall conclude its evaluations at the end of the 2024-2025 school year.

(e) By October 1, following the end of each school year in which the school turnaround pilot program is in effect, and at the end of the pilot program, the department shall file with the education committees of the senate and the house of representatives a report evaluating the progress of the pilot program. The report must address the implementation and effectiveness of comprehensive support and improvement plans implemented by non-pilot schools and school turnaround plans implemented by schools in need of intervention in addressing the prioritized needs of the respective school that resulted in the school's designation as a priority school. The final report must:

(1) Compare the student performance outcomes for the schools in need of intervention and for the non-pilot schools;

(2) Compare the outcomes for each of the schools in need of intervention, identifying:

(A) How the school turnaround plans developed by the schools in need of intervention that met the priority school exit criteria during the pilot program differ from the schools in need of intervention that did not meet the priority school exit criteria during the pilot program; and

(B) How the schools in need of intervention that did not meet the priority school exit criteria during the pilot program improved, if at all, during the pilot program; and

(3) Make recommendations as to whether the school turnaround plans developed as part of the pilot program should be replicated in non-pilot schools.

49-6-3604.

(a) The department shall use the same outcomes-based performance measures used in the state's accountability model to designate priority schools as schools in need of intervention for purposes of the school turnaround pilot program.

(b) Before the department designates a priority school as a school in need of intervention in accordance with subsection (a), the department shall develop a model school turnaround plan for local boards of education, school turnaround committees, and independent school turnaround experts to reference when creating school turnaround plans for schools in need of intervention.

49-6-3605.

(a) A local board of education shall require a priority school to participate in the school turnaround pilot program if the department designates the school as a school in need of intervention. By September 1, 2021, the department shall identify priority schools designated as schools in need of intervention to participate in the pilot program.

(b) A school in need of intervention that is required to participate in the pilot program must remain in the pilot program until the conclusion of the pilot program.

49-6-3606.

(a) By September 30, 2021, the local board of education for a priority school that the department has designated as a school in need of intervention shall establish a school turnaround committee for each school in the LEA that is participating in the school turnaround pilot program. The school turnaround committee shall make recommendations concerning the school turnaround plan to the local board of

education. The school turnaround committee must be composed of the following members:

(1) The local school board member who represents the voting district in which the school is located;

(2) The principal of the school;

(3) Three (3) parents of students enrolled in the school, to be appointed by the director of schools;

(4) Two (2) teachers at the school, to be appointed by the local board of education; and

(5) Two (2) teachers at the school, to be appointed by the director of schools.

(b)(1) The members of the school turnaround committee must serve until the end of the pilot program, unless a member ceases to qualify for the position.

(2) Before the end of the pilot program, if a person replaces the local board of education member serving on the school turnaround committee on the local board of education, or, if the local board of education appoints a new principal of the school, then the new local board of education member or the new principal fills the position on the school turnaround committee held by the new local board of education member's or the new school principal's predecessor.

(3) If, before the end of the pilot program, a parent member ceases to have a student enrolled at the school in the pilot program, a teacher member ceases to teach at the school in the pilot program, or a parent or teacher member resigns or otherwise cannot fulfill the member's duties, then the member's position on the school turnaround committee is vacated and the respective appointing authority shall appoint a new member to serve the remainder of the pilot program on the school turnaround committee.

(c) By November 30, 2021, the local board of education shall contract with an independent school turnaround expert from a list of qualified experts provided by the department pursuant to § 49-6-3607, who shall develop a school turnaround plan in collaboration with the school turnaround committee that includes:

(1) The findings of the analysis conducted by the independent school turnaround expert described in § 49-6-3607;

(2) Recommendations compliant with state and federal law regarding changes to the school's personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, policies, or other areas that may be necessary to implement the school turnaround plan;

(3) Measurable student achievement goals and objectives;

(4) A professional development plan that identifies strategies to address problems of instructional practice;

(5) A leadership development plan focused on strategies to turn around the school;

(6) How progress will be monitored and assessed;

(7) How data on progress will be communicated and reported to stakeholders; and

(8) A timeline for implementation that aligns with the timelines established for the pilot program in this part.

(d)(1) By March 1, 2022, the school turnaround committee shall submit the recommended school turnaround plan to the local board of education. The local board of education may recommend changes to the school turnaround committee for the school turnaround plan, but the school turnaround committee and the local board of education must agree on a final school

turnaround plan. The local board of education shall submit the final school turnaround plan to the department for approval by April 1, 2022.

(2) If the local board of education and the school turnaround committee do not agree on the final school turnaround plan before April 1, 2022, then the local board of education and the school turnaround committee may independently submit a proposed school turnaround plan to the department for approval. The department may make any necessary changes to a proposed school turnaround plan submitted to the department, but shall approve one (1) of the proposed school turnaround plans for the school in need of intervention.

(3) Upon the department's receipt of a school turnaround plan submitted for approval pursuant to subdivision (d)(1), the department shall:

(A) Review a school turnaround plan submitted for approval under subdivision (d)(1) within thirty (30) days of submission; and

(B) Approve a school turnaround plan submitted in accordance with subdivision (d)(1) that is timely, well-developed, and aligned with the rubric developed by the department. The department may recommend additional changes to the school turnaround plan submitted to the department before the department approves the school turnaround plan.

49-6-3607.

(a) The department shall establish the minimum qualifications required for independent school turnaround experts and provide LEAs with a list of at least two (2) qualified independent school turnaround experts. The list of qualified experts must be procured competitively and in compliance with all state laws and rules regarding the procurement of goods and services by state agencies. In establishing the minimum qualifications required for independent school turnaround experts, the department shall ensure that each qualified independent school turnaround expert:

(1) Has a credible track record of improving student academic achievement in public schools with various demographic characteristics, as evidenced by statewide assessment results;

(2) Has experience designing, implementing, and evaluating data-driven instructional systems in public schools;

(3) Has experience coaching public-school administrators and teachers on designing and implementing data-driven school turnaround plans;

(4) Has experience collaborating with the various education entities that govern public schools;

(5) Has experience delivering high-quality professional development and coaching in instructional effectiveness to public school administrators and teachers; and

(6) Is willing to travel to a school in need of intervention regardless of the school's location.

(b) The local board of education for a school in need of intervention shall select and contract with an independent school turnaround expert identified on the list of qualified independent school turnaround experts provided by the department to:

(1) Collect and analyze data on the achievement, personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, and policies of a school assigned to the school turnaround group;

(2) Recommend changes compliant with state and federal law to the school's culture, curriculum, assessments, instructional practices, governance, finances, policies, or other areas based on data collected under subdivision (b)(1);

(3) Develop and implement, in partnership with the school turnaround committee, a school turnaround plan that meets the criteria described in § 49-6-3606(c);

(4) Monitor the effectiveness of a school turnaround plan through various means of evaluation, including, but not limited to, on-site visits, observations, surveys, analysis of student achievement data, and interviews;

(5) Provide ongoing implementation support and project management for a school turnaround plan;

(6) Provide high-quality professional development and coaching personalized for the staff of a school assigned to the school turnaround group that is designed to build the:

(A) Leadership capacity of the school principal;

(B) Instructional capacity of the school staff; and

(C) Collaborative practices of teacher and leadership teams;

(7) Provide job-embedded professional learning and coaching for all instructional staff on an ongoing basis; and

(8) Provide a principal of a school assigned to the school turnaround group job-embedded professional learning and coaching at least twice per month during the school year that focuses on strategies to improve the performance of the school.

(c) The contract payments to the independent school turnaround expert required in § 49-6-3606(c) must be structured as follows:

(1) An independent school turnaround expert receives the initial fifty percent (50%) of the payment due for all services provided under the contract on a prorated basis over the term of the contract; and

(2) The local board of education shall not render the remaining fifty percent (50%) of the payment due to the independent school turnaround expert for all services provided under the contract until the end of the school turnaround pilot program, but such payment is only rendered if the school in need of intervention served by the independent school turnaround expert meets the priority school exit criteria by the end of the 2024-2025 school year.

(d) Subject to available funds, the department may develop a program to incentivize independent school turnaround experts, and the schools in need of intervention to which they are providing services, to meet the priority school exit criteria prior to the 2024-2025 school year.


49-6-3608. Subject to available funds, the department shall provide grants to local boards of education with schools in need of intervention to facilitate the implementation of interventions identified in an approved school turnaround plan, including the funding of contracts with qualified independent school turnaround experts.

SECTION 2. It is the legislative intent that any funds appropriated to implement this act by the general appropriations act shall not be obligated or expended until fiscal year 2025.

SECTION 3. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 122

PASSED: May 4, 2021


RANDY McNALLY
SPEAKER OF THE SENATE


CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 27th day of May 2021


BILL LEE, GOVERNOR