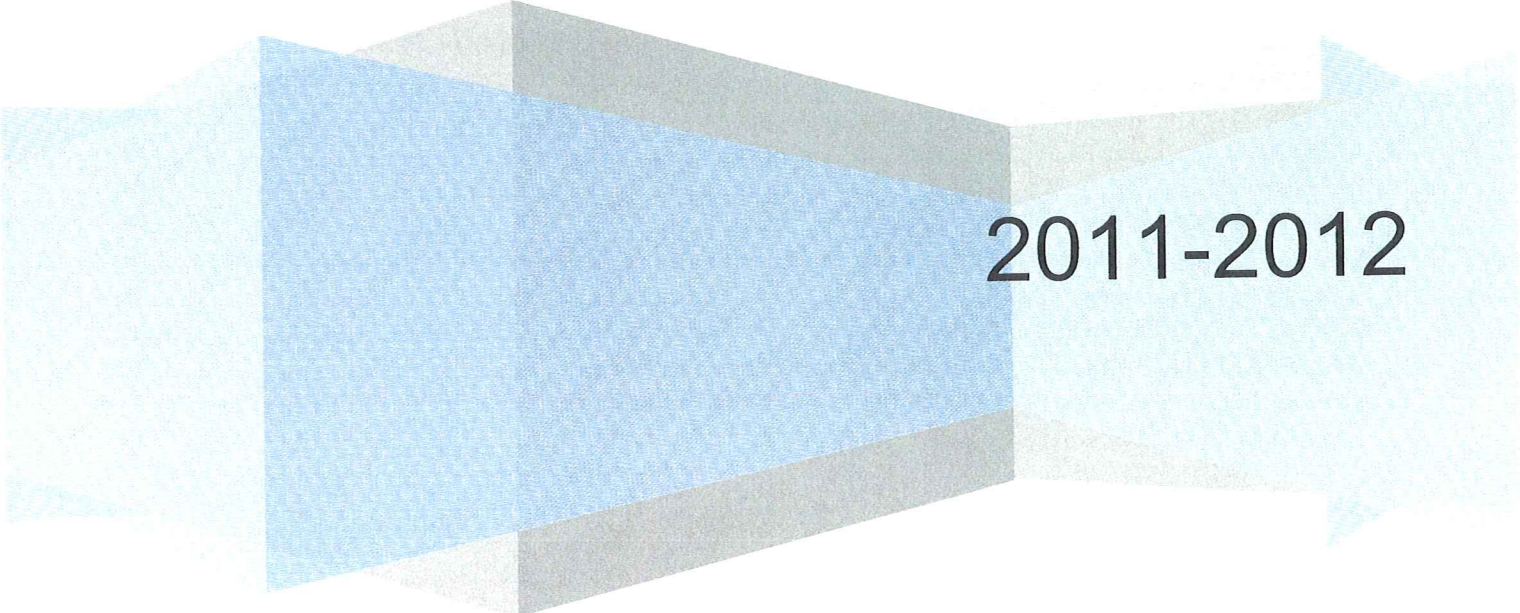


Kansas State Department of Education

Title I School & District On Improvement Handbook



2011-2012

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The Elementary Secondary Education Act of 2001: School Improvement

Title I Schools Identified for Improvement Federal Law

On January 8, 2002, the 107th Congress passed Public Law 107-110 “To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind”. Section 1003 details the expectations of schools and districts on improvement.

Title I School Improvement

Title I School Improvement, a component of Title I, requires states and districts to review annually the status of every school, using defined benchmarks, in order to ensure that the school is making adequate progress toward achieving the long-term proficiency goal. States and districts are required to intervene in schools that persistently do not meet these targets. These interventions are identified as “on improvement,” “corrective action,” and “restructuring.” Being identified as a school in need of any of these interventions allows the school to access assistance in identifying and addressing instructional issues that prevent students who attend that school from attaining proficiency in reading and mathematics.

Likewise, Title I Districts have annual targets to ensure that the district is making adequate progress toward achieving the long-term proficiency goal. States are required to intervene in districts that persistently do not meet the targets. Being identified as a district on improvement or in corrective action allows the district to access technical assistance to address the issues that prevent students in the district from attaining proficiency in reading and mathematics. The Title I Kansas Improvement Process is designed to create a sense of urgency about reform and to assist the identified districts and/or schools to strategically focus on quickly and efficiently improving student outcomes.

This School Improvement Handbook is intended to provide information regarding each of the interventions and sanctions that apply. The responsibilities of the state, district and school during the on improvement process are described. Information about the Kansas School Improvement Model, the improvement process and timeline, as well as The Kansas System of Support and the Kansas Learning Network is contained within this handbook.

School On Improvement – Year One

A school that does not make Adequate Yearly Progress (AYP) for two consecutive years must be identified for school improvement. Identifying a school for improvement serves as a formal acknowledgement that the school is not meeting the challenge of successfully teaching all of its students. As illustrated in Table 1.1 the identification marks the beginning of the on improvement process. The state and district will provide a school that is identified for improvement with extensive support and technical assistance in designing and implementing a plan to improve student achievement. A school identified for improvement must make AYP as defined in the State’s accountability system for two consecutive school years in order to exit school improvement status. **Technical Assistance will focus on Curriculum Alignment, Root Cause Data Analysis, and Leadership.**

State Responsibilities for School On Improvement Status

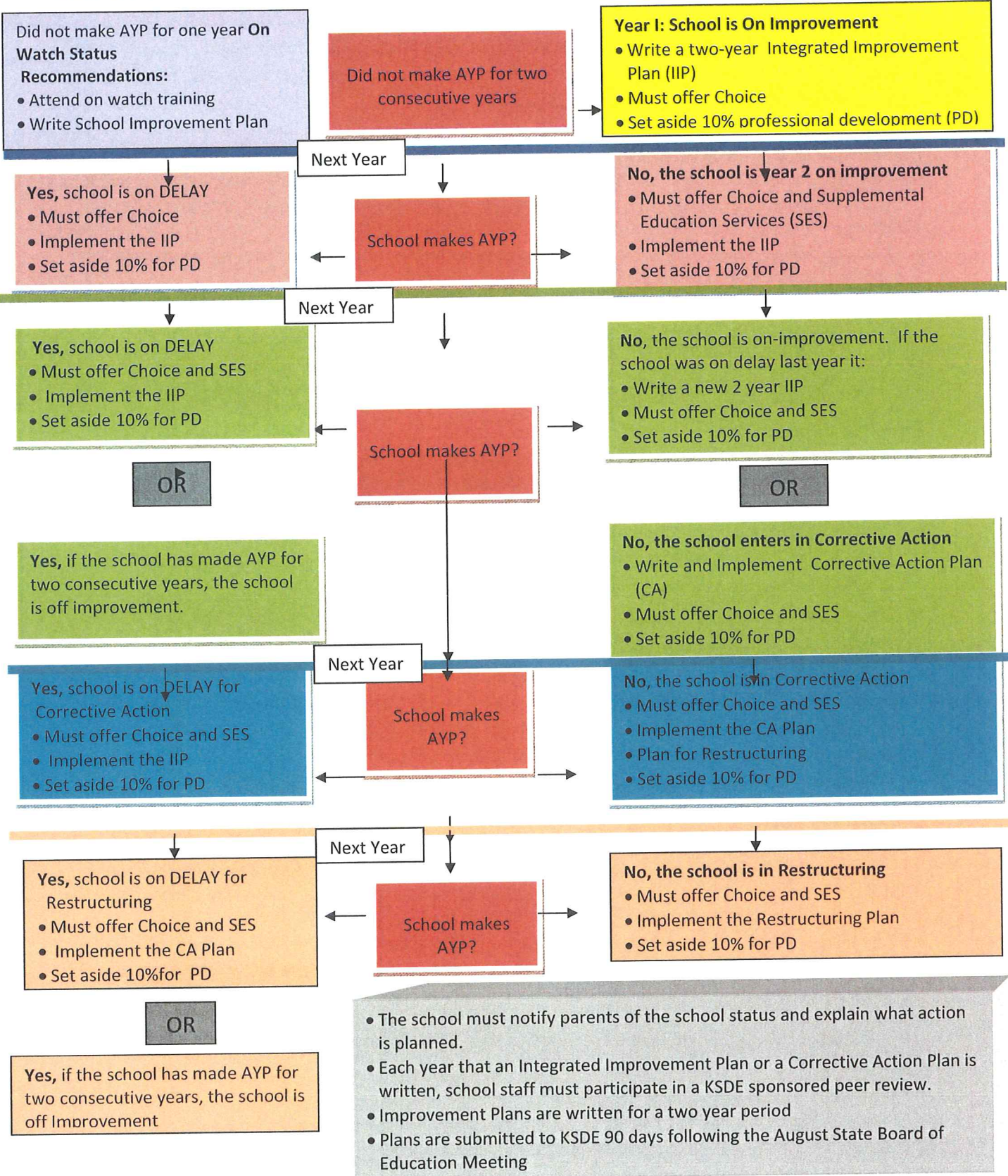
Notification

- The state must notify the district and the school of their on improvement status.

Technical Assistance

- The state must provide a school support team to help the school create and implement a coherent, efficient, and practical plan for improvement. This team will be supported by a state assigned Implementation Coach.
- The state will assist the school with the development of an Integrated Improvement Plan (IIP).
- The state will sponsor an IIP peer review.
- The state must review and approve the IIP to ensure that the fundamental reform strategies embedded in the plan show substantial promise to improve student academic achievement and enable the school to make AYP.
- The state must monitor to see that the IIP is implemented and that each program that is part of the consolidated state application is administered in accordance with the statutes.
- During year two of on improvement the state will conduct a status visit with district and school staff.
- The state will provide technical assistance to the school throughout the planning and implementation years. **Technical Assistance will focus on Curriculum Alignment, Root Cause Data Analysis, and Leadership.**

Table 1.1 School On Improvement Status Definitions and Sanctions



District Responsibilities for a School On Improvement

Elementary Secondary Education Act (ESEA) outlines a number of district responsibilities when a school is identified as on improvement. District responsibilities include the set aside of Title I funds notification to the public and parents of the schools on improvement status, and the offering of school choice. (Appendix A is a checklist of district responsibilities.)

Set Asides

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option. Set aside may come from the Title I allocation or other funds. Upon meeting all demands for transportation, the district may reallocate any remaining set-aside funds.
- Allocate 10% of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.

Public Notification

- Provide notification to the public that the school is identified for improvement.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem(s).

Parent Notification

- The school must promptly notify parents and teachers of the on improvement status explaining what the identification means and how academic achievement levels at the school compare to those at other schools in the district and in the state. (See Appendix B)
- Parents must receive prompt notice, in a language they can understand, of the reason(s) for the school being identified for improvement, such as insufficient participation in assessments or one or more subgroups not meeting academic proficiency targets.
- Parents must be informed about what the school, district and state are doing to improve the school and how parents can be involved in the development of the school improvement plan.
- The district must inform parents of their right to School Choice at least 14 days prior to the start of the school year. Elementary Secondary Education Act, Title I, Part A gives parents the option to select a higher performing school for their child. The district must also explain to parents that it will provide their child within the district transportation to the schools identified as choice options, subject to certain cost limitations.

Technical Assistance

- The district must provide technical assistance to the school during year one and two of on improvement. Technical assistance should include leadership, root cause analysis, professional development, curriculum alignment and mapping across the district, and the application of effective methods and instructional strategies grounded in scientifically based research.
- The district should focus on helping the school make substantive and significant changes in its approaches to teaching and learning by emphasizing the use of student achievement data and research to inform instructional strategies.
- The district should help the school with budget allocations, professional development for principals and teachers, and other strategies necessary to ensure the improvement plan is implemented and sustained.

Kansas Schools On Improvement

Kansas schools on improvement will focus on curriculum alignment to state standards and assessed indicators for reading/language arts and mathematics, data analysis, and leadership development.

Kansas schools on improvement will be asked to:

1. Focus on the alignment of the taught and tested curriculum to state standards and assessed indicators for reading/language arts and mathematics. The Integrated Improvement Plan (IIP) must describe:
 - the progress of curriculum alignment work across and between grade levels and content courses, to include the products of work to date;
 - the process to assist teachers in learning and implementing the curriculum;
 - how the delivery of the curriculum will be monitored to ensure a guaranteed and viable curriculum for each student;
 - the next steps in the curriculum alignment work; and
 - professional learning needs that will be included in the Results Based Staff Development Plan of the school IIP.

Curriculum Alignment work will begin during the first year of on improvement and continue during year two. Evidence of the aligned curriculum will be provided to KSDE at the end of the second year.
2. Focus on all staff learning the components of a data analysis process. The school will complete a school profile, gain an understanding of multiple measures of data and learn to identify causes to explain the academic data. The school must explain the process that will be used to ensure that the school staff is focused on the learning and application of root cause data analysis.

School Responsibilities for On Improvement

Set Aside

- The school must set aside 10% of its Title I allocation for professional development.

Title I Sanction

- The school must participate in School Choice.

Parent Notification

- The school must promptly notify parents and teachers of the on improvement status explaining what the identification means and how academic achievement levels at the school compare to those at other schools in the district and in the state. (See Appendix B)
- Parents must receive prompt notice, in a language they can understand, of the reason(s) for the school being identified for improvement. Parents must be informed about what the school, district and state are doing to improve the school and how parents can be involved in the development of the Integrated Improvement Plan.
- The district must inform parents of their right to School Choice at least 14 days prior to the start of the school year. ESEA, Title I, Part A gives parents the option to select a higher performing school in the district for their child. The district must also explain to parents that it will provide their child with transportation in the district to the schools as choice options, subject to certain cost limitations.

Plan Development

- The school will develop and implement a school integrated improvement plan.
- The school must participate in a KSDE sponsored peer review and revise the plan as needed; submit the plan to KSDE no later than 90 days after being identified as on improvement at the August State Board of Education meeting; and implement the plan during that school year.

Technical Assistance

- The school will work with the district to focus on curriculum alignment, data analysis and leadership development.
- The school will participate in a state status visit during year two of on improvement.
- The school will work collaboratively with a state appointed Implementation Coach.

School Integrated Improvement Plan

No later than three months after the school has been identified on improvement, the school must write a two-year plan that addresses the academic issues that caused it to be identified for school improvement. The Kansas Improvement Model and process will guide the plan development. The school will use the Kansas IIP template. The purpose of the school improvement plan is to improve the quality of teaching and learning in the school so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics. The school improvement plan provides a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school that has not made sufficient progress in student achievement. In developing or revising its plan, the school must consult with parents, school staff, the district, and outside experts.

The plan must:

- Name a technical assistance team. (Ideally these outside experts will serve as technical assistants and partners with the school throughout the plan's implementation.)
- Identify a school planning team;
- Identify a process to develop and monitor the plan;
- Identify strategies to hire and attract highly qualified teachers;
- Identify strategies for student transition from one school level to the next;
- Include strategies to promote effective parental involvement in the school;
- Include data collection and analysis;
- Directly address the academic achievement problem(s) that caused the school to be identified for school improvement (root cause);
- Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school;
- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
- Identify and implement a tiered system of support to ensure that each student in the school will meet the State's proficiency level of achievement;
- Specify the action steps necessary for plan implementation, curriculum alignment in reading/language arts and mathematics, and staff development for data analysis;
- Incorporate, as appropriate, before school, after school, and during the summer activities;
- Incorporate strategies to promote high quality professional development through the development of a results based staff development plan (See Appendix F);
- Incorporate a teacher mentoring program; and,

- Determine how plan implementation will be monitored.

School Improvement Year 2

If a school is in its first year of on improvement status does not make AYP during the course of that year, the district must identify it for year two of on improvement status. Technical assistance will continue to focus on curriculum alignment, data analysis, and leadership. However, the district may delay the implementation of year two on improvement sanctions if, after undergoing one year of school improvement: (1) the school makes AYP; or (2) the school does not make AYP due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the district or school. Delay may not exceed one school year, and is not intended to reset the sequence of school improvement, corrective action, or restructuring that is detailed in the statute.

While the school is on delay it must:

- offer School Choice (See Appendix C);
- implement the Integrated Improvement Plan; and
- set aside 10% for professional development.

If the school is named to year two of on improvement, it must:

- offer School Choice;
- offer Supplemental Education Services (See Appendix D);
- implement the Integrated Improvement Plan; and
- set aside 10% for professional development.

School Improvement Year 3 - Corrective Action for Schools

If, after two years of undergoing school improvement, implementing a plan, and receiving extensive technical assistance, a school still does not make AYP, the state and district must identify the school for corrective action. Identifying a school for corrective action signals the district's intention to take greater control of the school's management and to have a more direct hand in its decision making.

(See the Title I Corrective Action Handbook for more information related to school corrective action.)

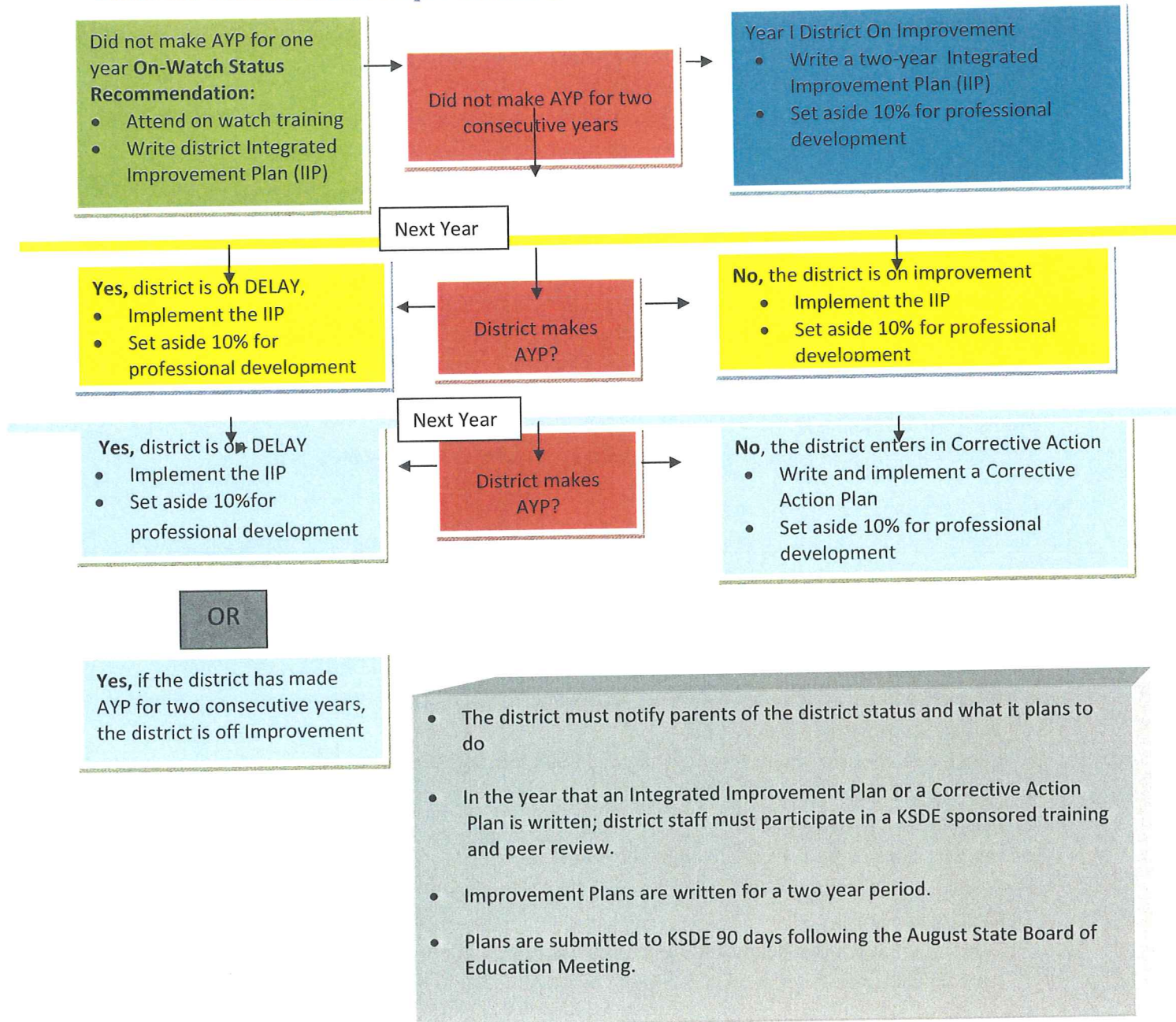
District On Improvement - Year I

A district that does not make AYP for two consecutive years must be identified for On Improvement. Identifying a district for improvement serves as a formal acknowledgement that the district is not meeting the challenge of successfully teaching all of its students. As illustrated in Table 1.2 the identification marks the beginning of the improvement process: a set of structured interventions designed to help a district identify, analyze, and address issues that prevent student academic success. The state will provide a district that is identified for improvement with extensive support in designing and implementing a plan to improve student achievement. Technical Assistance will focus on Curriculum Alignment, Data Analysis, and Leadership.

Adequate Yearly Progress (AYP) for a district is determined by aggregating the results of academic achievement measures for all district students who should take the reading/language arts and mathematics state assessments, student participation rates in these assessments, graduation rate at the high school and, for elementary and middle schools, student attendance rates. Consequently, a district may be identified as on improvement even if none of its schools is identified. For example, if two elementary schools, each have 20 English Language Learners (ELL) students, then neither school has

enough ELL students for their assessment scores to be included in the school's accountability determination. However, when aggregated at the district level, there are assessment results for 40 ELL students (10 more than the minimum 30). In this case, the district would be held accountable for the progress of ELL students as a subgroup. A district identified for improvement must make AYP for two consecutive school years in order to exit school improvement status.

Table 1.2 Title I District Improvement Status Definitions and Sanctions



State Responsibilities for District On Improvement Status

Notification

- The state must notify the district of their on improvement status and Title I sanctions that apply.

Technical Assistance

- The state will assist the district with the development of a District plan.
- The state will offer a peer review of district plans.
- The state must review and approve the plan to ensure that the fundamental reforms embedded in the plan have substantial promise to improve student academic achievement and enable the district to make AYP.
- The state must monitor to see that the plan is implemented and each program that is part of the consolidated state application is administered in accordance to the statutes. During year two of on improvement, the state will conduct a status visit with district staff.
- The state will provide technical assistance to the district throughout the planning and implementation years. Assistance will focus on curriculum alignment, data analysis and leadership development.
- The state will work with the district's schools identified for improvement and address problems the district may have implementing parent involvement measures and providing high-quality professional development.
- The state will provide technical assistance through the Kansas Learning Network.

Kansas Districts On Improvement

Kansas districts on improvement will focus on curriculum alignment to state standards and assessed indicators for reading/language arts and mathematics, root cause data analysis, and leadership development. Kansas districts on improvement will be asked to:

1. Focus on the alignment of the taught and tested curriculum to state standards and assessed indicators for reading/language arts and mathematics. The plan must describe;
 - progress of curriculum alignment work across and between grade levels and content courses to include the products of work to date;
 - the process to assist teachers in learning and implementing the curriculum;
 - how the delivery of the curriculum will be monitored to ensure a guaranteed and viable curriculum for each student;
 - the next steps in the curriculum alignment work; and
 - professional learning needs that will be included in the Results Based Staff Development Plan of the district plan.

Curriculum alignment begins during the first year of on improvement and continues during year two. Evidence of the aligned curriculum will be provided to KSDE at the end of the second year.
2. Focus on all staff learning the components of a data analysis process. The district will complete a district profile, gain an understanding of multiple measures of data and learn to identify causes to explain the academic data. The district must explain the process that will be used to ensure that the district staff is focused on the learning and application of root cause data analysis.

District Responsibilities for a District on Improvement

Set Aside

- Allocate 10% of the district's Title I funds to provide high quality professional development to address the reasons a district is identified for improvement.

Parent Notification

- The district must promptly notify parents and teachers of the on-improvement status explaining what the identification means and how academic achievement levels at the district compare to those in other districts across the state. The notification must also include what the district plans to do to address the areas which lead the district to be named on improvement.

Plan Development

- The district will develop and implement a district plan.
- The district will participate in a state sponsored peer review and make needed revisions to their plan.
- The district will submit their plan to KSDE no later than 90 days after the Kansas Board of Education action naming the district on improvement.

Technical Assistance

- The district will focus on curriculum alignment to state standards, data analysis, and leadership development.
- The state will provide technical assistance to the district through the Kansas Learning Network.

District Integrated Improvement Plan

No later than 90 days after the district has been identified, the district must write a two-year plan that addresses the academic issues that caused it to be identified for on improvement. The district will complete a district plan. The purpose of the plan is to improve the quality of teaching and learning in the district. The plan also provides a framework for analyzing problems, identifying underlying causes, and addressing instructional issues that have prevented the district from making sufficient progress in student achievement. In developing the plan, the district must consult with parents, school staff, the district, and outside experts.

The plan must:

- Identify a district planning team;
- Implement a process to develop and monitor the plan;
- Describe the impact of district systems on student achievement;
- Identify strategies to hire and attract highly qualified teachers;
- Identify strategies for student transition from one school level to the next;
- Include strategies to promote effective parent involvement in the district;
- Describe the technical assistance the district will provide to schools to support them making AYP;
- Include data collection and analysis;
- Directly address the academic achievement problem(s) that caused the district to be identified for school improvement;
- Establish specific, annual, measurable objectives for continuous and substantial progress for all students to include each student sub-group enrolled in the district;
- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the district and address the specific academic issues that caused the district to be identified for school improvement;

- Specify the action steps necessary for plan implementation, curriculum alignment in reading/language arts and mathematics, and staff development for root cause data analysis;
- Incorporate strategies to promote high quality professional development;
- Describe how the district will evaluate the plan's impact on student learning; and,
- Determine how the plan will be monitored for implementation.

District On Improvement -Year 2

Delay Status

If a district in its first year of on improvement does not make AYP during the course of that year, the state must identify the district as year two of on improvement. However, the state may **delay** the implementation of year two on improvement if, after undergoing one year of school improvement, (1) the district makes AYP; or, (2) the district does not make AYP due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the district. Delay may not exceed one school year and it is not intended to reset the sequence of on improvement or corrective action that is detailed in the statute.

A district on delay must:

- implement the district plan; and
- set aside 10% for professional development.

If the district is named to year two of on improvement it must:

- implement the district plan; and
- set aside 10% for professional development.

Corrective Action for Districts - Year 3

If, after two years of undergoing school improvement, implementing a district plan, and receiving extensive technical assistance, a district still does not make AYP, the state must identify the district for corrective action. Identifying a district for corrective action signals the state's intention to take greater control of the school's management and to have a more direct hand in its decision making. This identification signifies that the application of traditional school improvement methods and strategies has been unsuccessful and that more radical action is needed to improve learning conditions for all students. (See the Title I Corrective Action Handbook for more information related to district corrective action.)

Technical Assistance Support Systems (Table 1.3)

Kansas System of District and School Support

The Kansas State Department of Education (KSDE) has in place a Kansas System of District and School Support Framework to provide technical assistance to districts and schools. The framework identifies three levels of support:

1. **Universal Needs (Level 1):** These schools and districts have met AYP. Resources are available to all schools and districts on the KSDE website. Schools and districts are also encouraged to seek outside technical support, as needed.
2. **Targeted Needs (Level 2):** These schools and districts are referred to as “On Watch.” They did not meet AYP in one or more areas for one year. In addition to KSDE resources, the on watch schools and districts are encouraged to seek outside technical support.
3. **Intensive Needs (Level 3):** These schools and districts have not met AYP targets for two years or more and now are identified as On Improvement, on Corrective Action or a school Restructuring. Sanctions may apply. An approved plan is implemented for two years and they set aside 10% of the Title I allocation for professional development.

KSDE has developed the Kansas System of Support to define interventions and expectations at each level. Table 1.3 describes the three levels of need.

Table 1.3 Kansas System of Support

	Universal Needs	Targeted Needs	Intensive Needs			
Status:	Made AYP	On Watch	On improvement Year 1	On improvement Year 2	Corrective Action	Restructuring
Identified by:	AYP Data	AYP data	AYP data	AYP data	AYP data	AYP data
Sanctions:	None	None	<ul style="list-style-type: none"> Choice Write Integrated Improvement Plan (IIP) Set aside 10% professional development 	<ul style="list-style-type: none"> Choice SES (Unless on delay status) Implement IIP Set aside 10% professional development 	<ul style="list-style-type: none"> Choice, SES Write a Corrective Action Plan Set aside 10% professional development 	<ul style="list-style-type: none"> Choice, SES Year I plan for restructuring Year II implement restructuring plan unless on delay status Set aside 10% for professional development
Improvement Grants	None	None	<ul style="list-style-type: none"> 1003(g) (schools on improvement) 1003(a) 	<ul style="list-style-type: none"> 1003(g) 1003(a) 	<ul style="list-style-type: none"> 1003(g) 1003(a) 	<ul style="list-style-type: none"> 1003(g) 1003(a)
What are KSDE's Expectations for Schools and Districts?	Continue to make AYP	Improve to make AYP Recommendations: <ul style="list-style-type: none"> Participate in On Watch Trainings at Service Centers Participate in Service Center On Watch Peer Review Apply for Expected Gain Seeking Other Technical Support 	Improve to make AYP <ul style="list-style-type: none"> Attending State Technical Assistance Meetings Write the School or District improvement plan(s) Participating in Peer Review Submits the plan to KSDE 90 days following Kansas State Board of Education Meeting Implement the plan <p style="text-align: center;">Kansas Learning Network (KLN) (Cross & Joftus)</p> <ul style="list-style-type: none"> Districts On Improvement or Corrective Action will participate in the Network Districts On Improvement will participate in a District Audit by the Network Schools On Improvement will be assigned an Implementation Coach 			
What is the responsibility of KSDE?	<ul style="list-style-type: none"> Provide assessment data Update and make available resource documents 	<ul style="list-style-type: none"> Notify district sand schools of their status Train Service Centers Recognized On Watch Trainings Monitor Service Center Trainers for fidelity to content and process for on watch 	<ul style="list-style-type: none"> Notify Districts and Schools of their status Provide training on the State Improvement Model & Process Provide Peer Review Provide School Implementation Coach Provide District KLN support Identify KSDE contact Technical Assistance: Curriculum, Data Analysis, and Leadership Grant Application Provide Timeline Provide Resources 	<ul style="list-style-type: none"> Notify Districts and Schools of their status Identify KSDE staff contact Maintain KLN support Maintain School Implementation Coach Grant Application Timeline Resources Grant Application Communication 	<ul style="list-style-type: none"> Notify Districts and Schools of their status Identify KSDE staff contact Maintain KLN support Maintain School Implementation Coach Technical Assistance focus: Assessment and Instruction Grant Application Timeline Resources Grant Application Clarify Corrective Action Expectations Communication 	<ul style="list-style-type: none"> Notify the District and the school of the school status Clarify Restructuring Expectations Identify KSDE staff contact Maintain School Implementation Coach Conduct KSDE technical assistance visits Grant Application Timeline Resources Grant Application Communication

Kansas Learning Network (KLN)

In the 2008-2009 school year, KSDE partnered with Cross & Jofus, LLC and five school districts (Kansas City, Turner, Topeka, Wichita, and Garden City) to form the Kansas Learning Network.

In the 2009-2010 school year, all districts that are On Improvement, in Corrective Action, or have a school Restructuring will be expected to participate in a Kansas Learning Network (KLN).

- Cohort 1: This will be the five pilot districts from 2008-2009.
- Cohort 2: This cohort will be made up of middle to large size districts.
- Cohort 3: This cohort will be made up of smaller school districts.

Major KLN activities include:

- Kick-off meeting for superintendents leading districts on improvement or districts with schools on improvement
- Needs assessment (Year 1) for Cohort 2 and 3
- Network Meetings (3 per year)
- Technical assistance provided by Cross & Jofus, LLC
- Like-group opportunities (ELL, SPED, Principals, etc.)
- Implementation Coach for individual schools (see below)
- Coordinated, optional, in-service opportunities sponsored by KSDE
- Evaluation after Year 2

Schools and Districts struggling to demonstrate AYP need support to implement the difficult changes that will result in higher overall levels of student achievement and a narrowing of achievement gaps. Schools and districts can make significant progress if they work collaboratively by participating in a needs assessment, network meetings, and other opportunities established by the Kansas Learning Network.

School Support Team

A school support team is a group of skillful and experienced individuals charged with providing struggling schools with practical, applicable, and helpful assistance in order to increase the opportunity for all students to meet state standards for reading/language arts and mathematics. Support teams are comprised of individuals who are knowledgeable about scientifically based research and practice and its potential for improvement in teaching and learning. In addition, support team members are familiar with a wide variety of school reform initiatives, such as schoolwide programs, comprehensive school reform models and other strategies of improving educational opportunities for low-achieving students. School support teams will consist of an implementation coach assigned by KSDE, the STAT team, KSDE Education Program Consultants, and others as deemed appropriate by KSDE.

Kansas State Department of Education Consultants

KSDE will assign a school improvement consultant to each district that is identified On Improvement, in Corrective Action, or who have schools on improvement, in Corrective Action or in school restructuring. The consultant will serve as a resource to the district in the school improvement planning process, participate in Kansas Learning Network activities, when possible, and provide technical assistance throughout the year.

Implementation Coach

The Implementation Coach will be appointed by Kansas State Department of Education (KSDE) to serve as a resource for the building principal, the School Technical Assistance Team (STAT), and other district personnel for schools that are on improvement, in corrective action, or restructuring to fully implement the Integrated Plan or Restructuring Plan. The implementation coach will provide monthly support to the assigned school.

Grant Opportunities

Currently, 1003(g) grant opportunities will be available to Districts that have schools on improvement to address the needs that lead to the improvement status. The grant application will be distributed by September to eligible school districts.

School Improvement 1003(a) grant opportunities will be available to Title I Districts On Improvement or in Corrective Action to address the needs that lead to the improvement status. The grant application will be distributed by September to eligible school districts.

Expectations for Schools/Districts in Corrective Action from Kansas State Department of Education

Delivery

Schools/districts in corrective action will be required to:

- Attend a Superintendent orientation meeting;
- Attend training on writing the Corrective Action Plan;
- Attend a peer review of the Corrective Action Plan;
- Revise a plan after recommendation from peer review;
- Implement the school improvement plan;
- Implement a staff development connected with the school improvement plan;
- Meet monthly with their implementation coach; and
- Train their STAT team.

Content

Schools/districts that are in corrective action will focus on the following content:

- Leadership;
- Instructional design and delivery; instructional alignment to the Kansas reading and mathematics assessments; and the development of formative assessments to guide instructional delivery and monitor student learning; and
- Root Cause Data Analysis.

Products

The following products will be created by the school while on Corrective Action Plan:

- Needs assessment provided by Kansas Learning Network;
- A school or district Corrective Action Plan on the KSDE template;

Checkpoints

- Superintendent attends orientation for being on improvement;
- Building principal, STAT team, and implementation coach attend school corrective action training ;
- The Corrective Action Plan for the school/district is due in November;
- Team participates in peer review;
- Year One of Kansas Learning Network a district needs assessment is completed by Cross & Jofus, LLC;
- Technical assistance provided by Cross & Jofus, LLC;
- Updates from implementation coach;
- Technical assistance visit from KSDE staff;
- School participates in staff development offered by KSDE and other sources, according to integrated improvement plan.

Appendices

Appendix A: District Responsibilities Checklist

The following are the responsibilities of a district with a school on Corrective Action. Some of the responsibilities may be assigned to the school (i.e., the letter to parents.) If the district is on Corrective Action, but has no schools on Corrective Action, the district would assume all responsibilities.

- District met set-aside requirement for transportation costs related to the transfer option.
- District met 10% set aside requirement for professional development.
- Date of notice to public regarding AYP status.
- Letter sent to all parents to explain:
 - why the district/school is identified and what the identification for improvement means ;
 - how the district/school compares, in terms of academic achievement, to other schools in the district and the state;
 - what the district/school is doing to address the problem of low achievement;
 - what the district or state is doing to help the school address the achievement problem;
 - how parents can become involved in addressing the academic issues that caused the school to be identified for improvement;
 - the parents' right to transfer their student to another public school in the district, including:
 - a list of available school(s) not identified for improvement;
 - a notice that transportation will be provided subject to certain cost limitations;
 - the academic achievement record of the school(s) to which the student may transfer.
- District assurance that technical assistance was provided to the school as it developed its two year improvement plan;
- Date (or projected date) that the two-year plan will be peer reviewed;
- Date (or projected date) that district will approve the two-year plan;
- Date (or projected date) that approved plan will be sent to KSDE.

Appendix B: Letter to parents of ALL students who attend Title I schools identified for on Corrective Action.

(Date)

(Parent)

(Address)

(City, State, Zip)

Dear (Parent):

Your child is a student at *(ABC School)*. Your child is important to us and the school wants to provide every opportunity for your child's academic success. *(ABC School)* provides math and reading programs funded by Title I. Each school is required to assess students every year on the Kansas State Assessments for reading and mathematics *(ABC School)* did not make Adequate Yearly Progress (AYP) for the last *(# of years)* based on these tests and is identified as on Corrective Action.

A comparison of this school with other schools in our district is part of the district's report card and is enclosed with this letter. This year, *(ABC School)* is identified because *(list reasons: be specific c, e.g., only 20% of the students were proficient in reading)*. In order to address this problem, *(explain what the school is doing to address the problem and how the district and MDE are helping)*. You can assist in our efforts by *(explain how parents can be involved in addressing the academic issues that caused the school to be identified)*.

Because the school is identified in Corrective Action, the district must offer you the opportunity to transfer your child to *(specify other school(s) in this district or another neighboring school)*. Priority to transfer to another school will be given to the lowest achieving children from low-income families.

To help you decide if you want your child to transfer, we have provided test information from the schools that did make adequate yearly progress along with *(ABC School's)* information for comparison. Based on this information, you may choose a school using the enclosed School Transfer Form. Transportation to this school will be provided. You must complete this form by *(date - 30 days)* and return it to *(name and number)* to be considered.

If you have questions or would like to discuss this decision further, please call *(name and number)* and *(he/she/they)* will be happy to help you.

Sincerely,

District Official

Enclosures:

School Comparison Data, School Transfer Request Form

Appendix C: School Choice

What is NCLB Public School Choice?

- No Child Left Behind, Title I, Part A gives parents the option to select a higher performing school for their child.

What is the purpose of Public School Choice?

- The purpose of choice is to provide all students in low-performing Title I schools identified for improvement the opportunity to access a high quality education as low performing schools are improving.

Which schools and districts are required to offer Public School Choice?

- Districts receiving Title I funds are required to make choice available to all students in Title I schools identified for improvement.

When must parents be informed that Public School Choice is available for their child?

- Districts are to notify parents of eligible children of the option to transfer their child to another public school not identified for improvement as far in advance as possible, but **no later than 14 calendar days before the start of the school year**. Notices to parents must:
 - (1) Inform parents that their child's current Title I school has been identified as in need of improvement and that their child is eligible to attend another public school;
 - (2) Inform parents their child may receive transportation to the school;
 - (3) Identify each public school (including charter schools) that parents may select;
 - (4) Explain why choice might be limited; and
 - (5) Include information on the academic achievement of the schools that the parent may select.

Who is eligible to participate in Public School Choice?

- All students enrolled in a Title I school identified for improvement, corrective action or restructuring are eligible for choice options.
- Priority should be given to the lowest achieving children from low-income families if choices are limited.
- Students are eligible for school choice until the school is no longer on improvement.
- Eligible students who transferred may remain in that school until they have completed the highest grade in the school. Transportation is no longer required by Title I.

What if there are no schools to which students can transfer or the district does not have physical capacity within its schools to accept transfers?

- Parents must still be notified that their child's school is identified for improvement.
- Supplemental Educational Services may be made available to eligible children.
- Students may not be denied the option to transfer due to lack of capacity. When capacity is an issue, school officials must consider possible options i.e., redraw the district's attendance boundaries, establish a cooperative agreement with other districts in the area that are willing to accept transfers, or create new charter schools.

Which schools may be offered to students as transfer options?

- Other public schools not identified for school improvement, corrective action, or restructuring should be offered for choice.
- Parents should be given more than one school from which to choose whenever possible.
- A "virtual school" is possible as long as that school is a public elementary or secondary school.

Note: The final decision on the school each child will attend is made by the district.

What funds are available to pay for choice-related issues?

- The district pays for or provides transportation to the new school if needed. A district may use its Title I funds or other allowable Federal, state, local or private resources.
- Districts must spend an amount equal to 20% of its Title I, Part A allocation to provide funding for either choice-related transportation and supplemental education services or a combination of both.
- If the cost of school choice transportation exceeds 5 percent of the Title I Part A, allocation, the district may not spend less than that amount on those services.

Who should be contacted if one has questions?

- Contact Laura Jones, KSDE, Title Programs and Services Education Program Consultant, 785-296-3164 or ljones@ksde.org.

Appendix D: Supplemental Education Services

What are Supplemental Educational Services?

- Supplemental Educational Services (SES) are additional academic opportunities provided to low-income students.
- It is often referred to as “after school tutoring.”
- SES is a requirement of No Child Left Behind, Title I, Part A.

What is the purpose of Supplemental Educational Services?

- The goal is to help students attending Title I schools on improvement increase their academic achievement particularly in reading and mathematics.

Who is eligible to receive Supplemental Educational Services?

- Students from low-income families who are attending Title I schools that are in their second year of school improvement, in corrective action, or in restructuring status are eligible.

When must the LEA make Supplemental Educational Services available?

- Services should be made available as soon as possible for eligible students attending Title I schools that are in Year 2 or more of improvement. Services continue until the school is no longer identified as on improvement.

Who are Supplemental Educational Services providers?

- The Kansas State Department of Education approves the providers. This may include both public and private organizations that qualify. The list is posted on the KSDE website at <http://www.ksde.org/Default.aspx?tabid=397>

Who will notify parents that Supplemental Educational Services are available?

- The school will notify the parents of eligible students at the beginning of each school year. The notice must: (1) identify approved service providers within the district or in close geographical location or by distance learning, (2) describe the services, qualifications and evidence of effectiveness for each provider (3) and describe procedures and timelines for selecting a provider.

Who selects the providers?

- Parents select the provider that they believe will meet their child’s needs.

What are the district’s responsibilities?

- Notify parents about availability of services
- Help parents choose a provider, if requested
- Determine which students are eligible
- Enter into an agreement with the selected providers
- Assist the state in identifying potential providers
- Protect the privacy of students who receive SES

What must be included in the agreement with the provider?

- Specific student achievement goals developed after consultation with the student’s parents
- A description of how the student’s progress will be measured and communicated with teachers and parents
- A timetable for improving the student’s achievement
- A provision for termination of the agreement if provider fails to meet student progress goals and timetables
- Provisions for payment of services
- A provision prohibiting public disclosure of any student receiving services without the written permission of the student’s parents
- An assurance that services will be provided consistent with applicable health, safety, and civil rights laws
- Additional reasonable administrative and operational requirements deemed necessary by the district, i.e., employee background checks and fees charged for use of school facilities

What funds are available to pay for Supplemental Educational Services?

- Title I, Part A and Title V, Part A funds as well as other Federal, State, local and private resources may be used to pay for services.
- Districts must spend an amount equal to 20 percent of their Title I, Part A allocation to provide funding for either choice-related transportation and supplemental education services or a combination of both.
- If the cost of SES exceeds 5 percent of the Title I, Part A, allocation, the district may not spend less than that amount on those services.

Who should be contacted with questions?

- Contact LaNetra Guess, KSDE
785.296.8965. or Lguess@ksde.org

Appendix E: Parent Notification of Supplemental Education Services

(Date)

(Parent)

(Address)

(City, State, Zip)

Dear (Parent):

Help your child succeed in school! As a result of the federal No Child Left Behind Act, your child may be able to receive extra help in math and reading. You can receive free tutoring because *(ABC School)* is identified for Corrective Action and your family meets the income limits under the law.

(ABC School) is identified for Corrective Action in *(Mathematics and/or Reading)* because it has not made adequate yearly progress on the Kansas State Assessment for *three* years. The school is working to address these problems by *(briefly identify improvement efforts)*. In order to help your child do better in school, you can now choose to have him/her participate in a free tutoring program. These Supplemental Education tutors have been approved by the Kansas Department of Education and will provide tutoring that is coordinated with what is being taught in school.

Each program is different. You will need to review the information and decide which program is best for your child. Think about the answers to these questions to help you decide:

- When and where will the tutoring take place?
- How far is it? *Please note that transportation to the tutor and to your home is not provided.*
- Consider how often the tutor will meet with your child and how long the tutoring session is.
- Note what programs, by grade level and subject areas, are provided by that tutor.
- What type of instruction is used, e.g., small group, one-on-one, or computer based instruction.
- Review the tutor's qualifications.
- Does this program seem to fit your child's needs?

The school has invited the tutors to meet with parents *(include details, time and place for a provider fair)* to help you decide. Included in this letter is a Tutor Selection Form. If you would like to select a tutor from the list, complete this form and return it to *(name and address)* in the stamped envelope we have enclosed. Your Tutor Selection Form is due by *(date - 30 days)* to be allowed to participate.

The No Child Left Behind Act also allows students to transfer to another school *(be specific if it is in the district or if it is in a neighboring district)*. The School Choice letter was mailed to you on *(date)*. The school staff want to help you with these decisions, so please do not hesitate to contact us *(name and number)* if we can answer your questions.

Sincerely,

District Official

Enclosures: District Report Card, List of Tutors Approved by the State, Tutor Selection Form, Stamped, Addressed Envelope

Appendix F: Comprehensive High Quality Professional Development

This document was developed to more clearly outline what Comprehensive and High Quality Professional Development (HQPD) means as defined in the Perkins Act of 2006, No Child Left Behind (NCLB) legislation, and the Kansas Professional Development Program Guidelines. Meeting the criteria outlined in parts I, II, and III, below, are required. Note: One day and short-term conferences or workshops are **NOT considered to be high-quality professional development unless part of a comprehensive on-going plan. (*This document is not required for submission to KSDE.)*

Part I: To be considered high quality professional development, the activity **must meet** all seven **context** criteria listed below:

<input type="checkbox"/> active engagement of educators, over time; <input type="checkbox"/> directly linked to improved student learning and performance within the school's curriculum <input type="checkbox"/> directly linked to priorities identified in the individual, school and district improvement plans; <input type="checkbox"/> consistent with and supportive of priorities in the individual, building, and district professional development plans;	<input type="checkbox"/> provision of sufficient time and other resources for learning, practice and follow up; <input type="checkbox"/> supported by school leadership AND, <input type="checkbox"/> provides educators with the opportunity to provide feedback on the effectiveness of their participation in the professional development activity
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Part II: To be considered high quality professional development, the activity **must include** one or more of the following processes:

<input type="checkbox"/> course work to improve content knowledge and/or instructional practice; <input type="checkbox"/> training to improve instructional practice and application; <input type="checkbox"/> action research and sharing of findings <input type="checkbox"/> peer observation and feedback <input type="checkbox"/> peer coaching and mentoring	<input type="checkbox"/> active participation in study groups; <input type="checkbox"/> grade-level collaboration and work; <input type="checkbox"/> cross grade-collaboration and work; <input type="checkbox"/> content-area collaboration and integration work; <input type="checkbox"/> specialization-area collaboration and work; <input type="checkbox"/> internships/externships <input type="checkbox"/> short-term job shadowing opportunities
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Part III: To be considered high quality professional development, the **content must address one or more** of the following concepts:

<input type="checkbox"/> knowledge related to standards and classroom instruction: <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> English, Reading, Writing, Communication, Language Arts <input type="checkbox"/> Mathematics, Sciences <input type="checkbox"/> World Languages <input type="checkbox"/> Civics, Government, Economics, History, Geography <input type="checkbox"/> Fine Arts and Humanities <input type="checkbox"/> Health & Physical Education <input type="checkbox"/> Technology <input type="checkbox"/> Other: <input type="checkbox"/> instructional strategies related to content being taught in the classroom or virtually; <input type="checkbox"/> improvement of classroom management skills; <input type="checkbox"/> a combination of content knowledge and content-specific teaching skills; <input type="checkbox"/> the integration of academics and career and technical education; <input type="checkbox"/> research-based instructional strategies;	<input type="checkbox"/> Strategies to improve language and academic skills for students with limited English proficiency <input type="checkbox"/> methods of teaching children from special populations and/or with special needs; <input type="checkbox"/> identifying early and appropriate interventions; <input type="checkbox"/> teaching students with different needs and talents; <input type="checkbox"/> use of data and assessments to inform classroom practice and student learning; <input type="checkbox"/> instruction in linking secondary and post-secondary education; <input type="checkbox"/> involving parents and/or family in improving the learning of every student; <input type="checkbox"/> strategies for integrating technology into curriculum and Instruction; <input type="checkbox"/> instructional leadership development and management training for educators; <input type="checkbox"/> mentoring and/or coaching other teachers or administrators; <input type="checkbox"/> leadership development and management training to improve the quality of formal and aspiring leaders;
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For further information and/or suggestions for edits to this document please contact:

Lynn Bechtel lbechtel@ksde.org Kathy Boyer kboyer@ksde.org Robin Harris rharris@ksde.org

KB/7/08

Appendix G: State Technical Assistance Team (STAT)

State and Federal Regulations What are the Quality Performance Accreditation Regulations?

All schools will have an external technical assistance team (ETAT) {as per KAR 91-31-32(c)(2)} “The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: an external technical assistance team.”

Schools accredited on improvement or conditionally accredited will have a state technical assistance team (STAT) as per KAR 91-3131(n) “State technical assistance team” means a group of persons retained by a district and appointed by the state department of education to assist schools in meeting the performance and quality criteria established by the state board.

What are the Title I Improvement Regulations?

Schools on improvement for Title I will develop a STAT team that complies with No Child Left Behind requirements:

“(A) COMPOSITION.—NCLB requires that schools on improvement for Title I have *school support teams*. Each support team shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning, about successful school-wide projects, school reform, and/or improving educational opportunities for low achieving students. Team members should include educators with expertise in the content areas and school improvement.”

What is the Role of KSDE?

KSDE provides technical assistance to districts enabling them to assist their schools.

KSDE will integrate technical assistance for accountability systems to the fullest extent possible (i.e., Quality Performance Accreditation (QPA), Title I, State Performance Plan/Annual Performance Report, Career and Technical Education, and any future accountability systems).

What are the Roles of the District/School? External Technical Assistance Team (ETAT) Guidelines:

- ETAT members cannot be affiliated with the school (not even as itinerant personnel).
- ETAT members may be affiliated with the district.
- The school determines the number of on-site visits made by the ETAT.
- The local board of education approves the ETAT.

State Technical Assistance Team (STAT) Guidelines:

When a school becomes accredited on improvement or conditionally accredited, districts are strongly encouraged to actively participate in the school’s improvement process which includes:

- Recruiting and maintaining the required STAT –
- Membership of the STAT is based on district and school recommendations.
 - One STAT could serve multiple schools in a district.
 - having district level representation on the STAT;
 - providing KSDE with a list of STAT members;

- engaging in the development, implementation and monitoring of the Integrated Improvement Plan for QPA corrective action; and,
- determining the number of onsite visits made by the STAT.

Membership and Requirements of STAT Who can serve on the STAT? QPA -If a school is on improvement for QPA, at least two individuals with expertise in the area(s) needing improvement need to serve on the team.

Title I -If a school is on improvement for Title I, team members need to include one or more of the following:

- Highly qualified or distinguished teachers and principals
- Pupil services personnel
- Parents
- Representatives of Institutions of Higher Education
- Representatives of regional educational laboratories or comprehensive regional technical assistance centers
- Representatives of outside consultant groups

Requirements

The STAT team is assigned to the school until the school either attains accredited status or is not accredited. **Note:** If a school is affiliated with North Central Association (NCA), the NCA visiting team may be used as the STAT and/or ETAT if that team meets the appropriate membership and requirements for QPA and/or Title I.

What are the Responsibilities of the STAT?

- Provide onsite visits for guidance and assistance in reviewing and analyzing all facets of the school’s operation, including the design and operation of the instructional program, and assist the school in developing recommendations for improving student performance in that school.
- Collaborate with school staff and the district serving the school in the design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress.
- Communicate with KSDE regarding findings and recommendations to the school, and the district on the Integrated Improvement Plan and its implementation.
- Assist the school through the improvement process.
- Provide KSDE with recommendations for additional technical assistance needed by the school or the STAT.
- Provide consultation after an appeal is filed by the local board of education.

Milestone Dates

• Late Summer/Early Fall

School is identified as being on improvement.

• Fall

Needs assessment is completed by school.

• Fall

The district and school work together to establish the STAT.

• School Year

The district and school work together to develop and implement the improvement plan. The STAT provides assistance.

Additional Resources

See Adequate Yearly Progress (AYP) 2009-2010 Fact Sheet. See Quality Performance Accreditation (QPA) Fact Sheet. See QPA Expected Gain Fact Sheet.



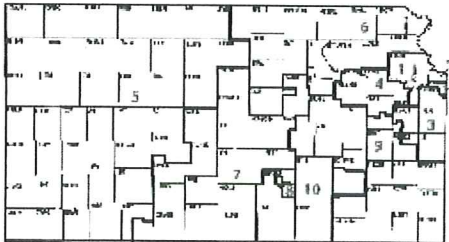
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Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post secondary education). To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

Kansas State Board of Education
Adapted 5/2009



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An Equal Employment/Educational Opportunity Agency

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