
Kansas
ESEA Flexibility
Request

Revised

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) Focus School, (3) high-quality assessment, (4) Priority School, (5) Reward School, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Kansas State Department of Education	Requester's Mailing Address: 120 SE 10 th Avenue Topeka, KS 66612-1182.
State Contact for the ESEA Flexibility Request Name: Judi Miller Position and Office: Assistant Director, Title Programs and Services . Contact's Mailing Address: Kansas State Department of Education 120 SE 10 th Avenue Topeka, KS 66612-1182 Telephone: 785-296-5081 Fax: 785-296-5867 Email address: judim@ksde.org .	
Chief State School Officer (Printed Name): Diane M. DeBacker .	Telephone: 785-296-3202.
Signature of the Chief State School Officer:  X _____	Date: 2/27/2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

ACRONYMS *A list of the various acronyms used in the ESEA Flexibility Request is provided below to assist the reader.*

21ST CCLC—21st Century Community Learning Centers

AMO—Annual Measurable Objectives which in Kansas are known as Adequate Yearly Progress targets

API—Assessment Performance Index

AYP—Adequate Yearly Progress

CCR—College and Career Ready is the phrase used within this document; CCR standards are the same as the Common Core standards

CCS or CCSS—Common Core Standards or Common Core State Standards refer to academic standards which have been adopted by the Kansas State Board of Education. Kansas Common Core Standards are designed to show what students need to know and do to be college and career ready.

CEDS—Common Education Data Standards

CEO—Chief Executive Officer

CTE—Career and Technical Education

DAP—District Action Plan

DIIC—District Integrated Innovation Coordinator

DLM—Dynamic Learning Maps

DNA—District Needs Assessment

ED—United States Department of Education

EL, ELL—English Language Learners

ELA—English Language Arts

ELP—English Language Proficiency

ESOL—English Speakers of Other Languages

ETS—Education Testing Services

IAS—Integrated Accountability System

ICM—Innovation Configuration Matrix

IHE—Institutions of Higher Education

IIT—Integrated Innovation Team—district-level team

InTASC—Interstate Teacher Assessment and Support Consortium

ISLLC—Interstate School Leaders Licensure Consortium

ITV—Interactive Television

KAAC — Kansas Assessment Advisory Council

KEEP—Kansas Educator Evaluation Protocol

KIIT—Kansas Integrated Innovation Team—state-level team

KLFA—Kansas Learning First Alliance

KLN—Kansas Learning Network

KNEA—Kansas National Education Association

KPIRC—Kansas Parent Information Resource Center

KS—Kansas

KSDE—Kansas State Department of Education

LEA—Local Educational Agency which in Kansas is the *district*

MDM—Master Data Management

MMI—Multiple Measures Index

MOU—Memorandum of Understanding

MTSS—Multi-Tier System of Supports

NAEP—National Assessment of Educational Progress

NCES—National Center for Educational Statistics

NCLB—No Child Left Behind, current version of the Elementary and Secondary Education Act

PIA—Plan Implementation Assessment

PISA—Programme for International Student Assessment

PLC—Professional Learning Community

PPS—Personal Plan of Study

QPA—Quality Performance Accreditation

REAP—Rural Education Achievement Program

RLIS—Rural Low-Income Schools

RTTT--- Race to the Top

RtI---Response to Intervention

SAP—School Action Plan

SBAC—Smarter Balanced Assessment Consortium

SBOE—State Board of Education

SCFL—Self-Correcting Feedback Loop

SCELA—State Collaborative on English Language Proficiency

SEA—State Educational Agency which is the Kansas State Department of Education

SEAC—Special Education Advisory Council

SICC—State Interagency Coordinating Council

SIIC—School Integrated Innovation Coordinator

SIG—School Improvement Grants—Title I schools receiving School Improvement Grant Section 1003(g) funds are referred to as SIG schools

SPG—Student Percentile Growth Model

SRSA—Small Rural Schools Achievement Program

SwD—Students with Disabilities

TASN—Technical Assistance System Network

TOT—Trainer of Trainers

USA—United School Administrators

USD—Unified School District

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and Focus Schools that meet the definitions of "Priority Schools" and "Focus Schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and Focus Schools that meet the definitions of "Priority Schools" and "Focus Schools," respectively, set forth in the document titled *ESEA Flexibility*.

- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's Reward Schools that meet the definition of "Reward Schools" set forth in the document titled *ESEA Flexibility*.
- ☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- ☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- ☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's Priority Schools that meet the definition of "Priority Schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- ☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- ☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools that are not Reward Schools, Priority Schools, or Focus Schools.

- ☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and Focus Schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of Reward Schools, Priority Schools, and Focus Schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its Reward Schools as well as make public its lists of priority and Focus Schools if it chooses to update those lists. (Principle 2)
- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- ☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- ☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Kansas recognizes that teacher engagement is critical to the effective implementation of initiatives impacting education. In order to move to college-and career-readiness for all its students, Kansas encourages and seeks teacher input and involvement. The Kansas State Department of Education has a history of working collaboratively with teacher, principal and superintendent organizations in order to accomplish what is in the best interest of its children and youth. Following are several initiatives involving teachers and their representatives which contributed to the design of the Kansas ESEA Flexibility Request.

Since the Recruitment and Retention Summit in 2007, teachers and their representatives have been active participants in discussions regarding educational change efforts in Kansas. The Teaching in Kansas Commission analyzed and synthesized the information from the summit in order to make recommendations regarding the teaching profession. The Commission members consisted of legislators, educational organization officers, teachers, principals, central office staff, superintendents, higher education staff, and Kansas State Department of Education leadership. Approximately two hundred sixty commission participants worked to affect change in the educational community across Kansas. The *mission* of the commission was "Recognizing that teachers are the single most important factor in our students success in classrooms; the Teaching in Kansas Commission seeks to strengthen, support and grow the profession of teaching in Kansas." The Commission released its recommendations in 2010. These recommendations along with the recommendations of the Kansas Education Commission are shaping the educational landscape in Kansas.

In July 2007, KSDE convened a group of stakeholders which included teachers, superintendents, special education directors, and representatives from Institutions of Higher Education to talk about how to implement Response to Intervention (RtI) as described in the Individuals with Disabilities Education Act (IDEA) 2004. It was determined that Kansas educators wanted to develop and implement a system that would positively impact all students in Kansas which included struggling students and high achieving students. The stakeholders began to develop the Kansas Multi-Tier System of Supports (MTSS). The focus of MTSS is system level change across the classroom, school, district and state. Members of the stakeholder group became part of the MTSS State Advisory Team which continues to provide input on how to train and implement MTSS at all levels in Kansas.

Throughout the process of adopting the Kansas Common Core Standards, teachers were involved. They served on the various content standard committees that reviewed the drafts and made suggestions for improving the Common Core Standards. Teachers helped design the summer academies.

At the Kansas State Department of Education's Annual Conference on November 2, 2011, the Commissioner of Education polled the 900 educators regarding which annual measurable objective (AMO) option Kansas should submit. The educators were overwhelming in favor of having a growth model; however, there were those who preferred a focus on closing the gap and still others who wanted the current AMOs extended to 2020. As a result, Kansas chose AMO Option C and designed a system that includes achievement, growth and gap reduction.

In addition, teachers and their representatives are actively involved in the design, development and piloting of the Kansas Educator Evaluation Protocol (KEEP). The KEEP is an evaluation system that evaluates teachers, principals and superintendents. The initiative to develop a teacher and leader evaluation protocol was a result of the School Improvement Grant (SIG) Sec. 1003(g) requirements. Educators from the SIG schools and districts were members of the KEEP development committees. In addition, they are also involved with piloting the protocol.

Some of the teachers and their representatives involved with the KEEP are also helping define the guidelines for teacher and leader evaluation systems as required in Principle 3 Supporting Effective Instruction and Leadership. In addition, a representative of the Kansas National Education Association (KNEA) is a member of the Kansas State Department of Education's (KSDE) ESEA Flexibility Request Principle 3 Workgroup.

The Title I Committee of Practitioners includes teachers and representatives from the Kansas National Education Association. The Committee of Practitioners met in December, 2011, to discuss the ESEA Flexibility Request. They had a follow up conference call in February, 2012 to discuss the optional waivers and to receive an update on the status of the request.

On January 17th, at a meeting of the Kansas Assessment Advisory Council (KAAC), KSDE staff presented the designs for identifying priority, focus, and reward schools, and new Annual Measurable Objectives (AMOs). KAAC includes assessment coordinators, administrators, and teachers from the districts. They were generally in favor of the new designs; however they expressed a concern about the continuing bias against schools with high proportions of students in poverty.

The KSDE gathered input from teachers and their representatives on the ESEA Flexibility waiver request by hosting webinars and providing teachers with the email address waiver@ksde.org so they could share their comments. In addition, information was sent via KSDE listservs.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Kansas recognizes that stakeholder engagement is critical to the effective implementation of initiatives. In order to move to college-and career-readiness for all its students, Kansas encourages and seeks stakeholder input and involvement. The Kansas State Department of Education (KSDE) has a history of working collaboratively with others in order to accomplish what is in the best interest of its children and youth. The Kansas State Department of Education provides information and gathers input in a variety of ways: face-to-face meetings, listserv messages, webinars, conference calls, posting on the KSDE website, Facebook messages and meetings through interactive distance learning.

When the Secretary of Education announced the availability of the ESEA Flexibility Request, Commissioner DeBacker and other staff purposefully began seeking input from others regarding the flexibility. One of the first opportunities for sharing information and seeking questions about the ESEA Flexibility occurred at the five Governor's Education Leadership Summits. These were held between October 5th and October 27th in various regions of the state. In addition to the Commissioner, Deputy Commissioners, the Governor and his staff, over 600 educators, board members, organization representatives and legislators attended the summits. Over 900 teachers, principals, superintendents, board members and parents attended the 2011 Kansas State Department of Education Annual Conference. The Commissioner in a general session provided an overview of the ESEA Flexibility and polled the participants on the potential annual measurable objectives. There were also breakout sessions which focused on specific aspects of the flexibility, i.e. growth models.

The Kansas State Board of Education (SBOE) is actively involved in the process of developing the Kansas ESEA Flexibility Request. The Commissioner presented an overview of the ESEA Flexibility Request at the October SBOE meeting. At that time, the SBOE approved the Commissioner's going forward with developing the Request. Following the November SBOE meeting, there was a work session in which the KSDE staff discussed the components of the request with special emphasis on Principle 2 Accountability. The SBOE received updates, expressed their opinions and made suggestions at both the December and January meetings. The SBOE received notice of the posting of the preliminary draft of the Request and they received a revised draft during the February SBOE meeting.

Since the release of the ESEA Flexibility Request, the Commissioner and KSDE staff met with a variety of entities including Curriculum Leaders, Kansas Association of Special Education Directors, Quality Performance Accreditation (QPA) Advisory Council, Special Education Advisory Council, Council of Superintendents, Title I Committee of Practitioners, Educational Service Centers and

their respective districts, the Kansas Learning First Alliance (KFLA) which includes representatives from 34 organizations, and civil rights representatives including the Kansas Hispanic & Latino Affairs Commission, Kansas Alliance of Black School Educators, Urban League of Kansas, Midwest Equity Assistance Center and National Association for Advancement of Colored People (NAACP). Many of the suggestions from the various groups were incorporated into the ESEA Flexibility Request. One recommendation made at several of these meetings was not included in the request. The recommendation was to include all schools in the identification of priority and Focus Schools. The Kansas State Department of Education chose to only identify Title I schools at this time since they are the only schools eligible for Title I improvement funds.

Consistently, the response by the participants in the various meetings is positive and receptive to having Kansas submit an ESEA Flexibility Request. Moving from a single accountability target to having a focus on growth and closing the achievement gap is important to many. The two major concerns expressed in the meetings were 1) How will the waiver design fit into reauthorization of ESEA, and 2) The pace and volume of change could overwhelm the schools and districts, e.g. new standards and assessments, a proposed new school finance formula, state budget cuts to education, a new accreditation system, and a new federal accountability system.

In addition to meetings, the KSDE conducted three webinars on the preliminary draft of the ESEA Flexibility Request in January.¹ These webinars were available to the public as well as to educators. The information on the webinars, including a recording of one webinar, is posted on the KSDE ESEA Flexibility website. In addition, information on the webinars was sent via listserv to Kansas superintendents, principals, curriculum leaders, directors of special education, ESOL coordinators, educational organizations and federal program administrators. Information was also included in the press release and notice for public comment. Additional webinars may be developed when the final version is ready and again after the request is approved.

Following each webinar, participants were asked to complete a survey containing the following questions:

- Indicate at least one aspect of the webinar that was MOST useful to you
- Indicate an aspect of the webinar that was LEAST useful to you
- What additional information would you like to receive regarding ESEA Flexibility request
- Please provide any additional comments regarding the proposed ESEA Flexibility request.

The responses tended to be similar. Following are a few examples of those responses:²

- Can't think of anything, but the number of changes that impact our teachers is becoming difficult to balance.

¹ <http://www.ksde.org/Default.aspx?tabid=5075>

² <https://docs.google.com/spreadsheet/ccc?key=0AnVtUDyNsG8VdHhkZ3NRLWNhRDhPUFZQNklpaUg3aWc>

- Our teachers and principals are beginning to show signs of stress from being overwhelmed with all of the changes.
- Thank you for the growth model and allowing schools to show growth!
- I'm anxious to see the meshing of waiver into new ESEA and trusting that we are on the correct path.
- This is much better system. If next test format and cut scores are reasonable -- we're good!
- Thank you for the growth model and allowing schools to show growth!

In addition, the KSDE created five workgroups to design the Kansas ESEA Flexibility Request. Each workgroup was assigned a specific principle of the ESEA Flexibility upon which to focus. There were two workgroups for Principle 2. One workgroup addressed the accountability component, i.e. defining annual measurable objectives (AMOs) and identifying Priority and Focus Schools. The other Principle 2 workgroup designed the recognition, interventions and supports to accompany the accountability system. The workgroups are primarily KSDE staff; however, two workgroups include external members. The workgroup that is focusing on Principle 2 differentiated recognition, interventions and supports included the Kansas Parent Information Resource Center (KPIRC) director and several members from the Kansas Technical Assistance System Network (TASN). The Principle 3 workgroup on teacher and principal leadership includes members from the Kansas National Education Association (KNEA) and the United School Administrators (USA). The Principle 2 workgroup determining accountability invited representatives from several districts to attend their meetings. Input from all of these individuals helped shape the Kansas ESEA Flexibility Request.

Transparency and stakeholder involvement are important in Kansas. To assist with transparency, KSDE developed a website specifically for the Kansas ESEA Flexibility Request at <http://www.ksde.org/Default.aspx?tabid=5075>. The draft request, notice for public comments, webinar schedules and a link to the US Department of Education's ESEA Flexibility website are located on that page.

Refer to the Attachments 1, 2, and 3 for Stakeholders Engagement spreadsheet, notice for public comments and lists of membership.

Continuing Engagement

The Kansas State Department of Education staff is committed to engaging diverse stakeholders in meaningful ways as the work continues on the ESEA Flexibility. This includes their input as KSDE designs webinars, documents, communications and other strategies for ensuring the school and district staff, parents and communities understand the waiver and its implications. This will help ensure there is understanding and transparency with the flexibility.

KSDE leadership continues to engage others as they travel throughout Kansas meeting with various entities. KSDE regularly meets with the Council of Superintendents and Curriculum Leaders for their input and concerns. In addition, the interactions will continue with the civil rights representatives including the Kansas Hispanic & Latino Affairs Commission, the Kansas Alliance of Black School Educators, and the Kansas Association of Migrant Directors. Since the Kansas Association of Teachers of English Speakers of Other Languages no longer exists, KSDE will work with district ESOL contacts.

Two primary activities will be implemented in order to continue to engage and obtain meaningful disability stakeholder feedback on learners with disabilities as KSDE continues to develop its request and implement flexibility. The first activity is the engagement of the IDEA Part B State Advisory Council for Special Education. The Kansas Special Education Advisory Council (SEAC) is composed of twenty special education advocates representing fifteen distinct categories of constituents, including parents of children with exceptionalities, teachers, administrators, and persons with disabilities. Because at least one SEAC member resides in each Kansas State Board of Education district it is a geographically diverse organization, and by law a majority of SEAC members must either have a child with a disability, or have a disability themselves.

The KSDE will continue to update and solicit recommendations from SEAC on issues related to ESEA waiver implementation at quarterly meetings. At the July 2012 SEAC meeting, KSDE will propose that SEAC revise their yearly Action Plan objectives to include an activity(ies) advising the KSDE and Kansas State Board of Education on the impact the ESEA waiver is having on student with disabilities.. SEAC will in turn submit a yearly report to the State Board of Education as well make recommendations to the State Director and KSDE staff as needed.

In addition, a second activity will be to solicit input and maintain a dialogue with leading Kansas organizations and associations involving learners with disabilities. The following organizations have a vested interest in the academic achievement and success for learners with disabilities: Kansas Commission on Disability Concerns, Kansas Employment First Commission, Kansas Commission on Developmental Disability, Kansas Association of Special Education Administrators, Kansas Multi-Tier System of Supports Statewide Stakeholder Team, Early Childhood State Interagency Leadership Team, State of Kansas Rehabilitation Council, Kansas ESEA Parent Information Resource Center and Families Together, the Kansas IDEA State Parent and Training Information Center and the Technical Assistance System Network Steering Committee. The age scope of these organizations is inclusive of early learning, elementary and secondary education and are composed of a cross-section of education professionals from the disability field, learners and persons with disabilities, native American students, parents of children with disabilities, and/or disability advocates.

KSDE staff members have either been appointed by the Governor or Commissioner of Education to serve on the executive boards, governing councils, and steering committees of the above

referenced organizations and associations. At least 9 staff from the Special Education Services team regularly attends the quarterly meetings of these statewide stakeholder groups as part of their assigned job responsibilities.

By capitalizing on existing relationships and in a manner aligned with the IDEA State Performance Plan Indicator progress updates, Special Education Services staff persons will disseminate flexibility waiver information, provide updates on the flexibility request, inform of trainings and resources, as well as survey relevant organization/council members for input and feedback as needed.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Overall, Kansas students do well on accountability measures. Of the 1,367 public schools in Kansas in 2010-2011, 1,150 made adequate yearly progress (AYP) and only 217 did not. Of 289 districts that year, 211 made AYP and 78 did not. On the 2010-2011 state reading assessments, 87.53% of all students were at proficient (*Meets Standard*) or above. When the data is disaggregated, 75.24% of students with disabilities, 80.46% of free/reduced lunch students, 71.35% of English Language Learners and 73.84% of African Americans scored at proficient and above. Mathematics results are similar with 84.56% of all students, 70.20% of students with disabilities, 73.32% of English Language Learners, 76.88% of free/reduced lunch students and 66.96% of African American students scoring proficient and above. Kansas educators are ready to move to a new accountability system which provides more meaningful interpretations of assessment data and focuses on helping students become college and career ready.

Despite these successes, the current accountability system is essentially a one-size fits all design. Schools, however, are not all one-size. Kansas is primarily a rural state with 286 districts ranging from 69 students to 49,888 students; the total enrollment is approximately 500,000. The average size district has less than 600 students. Poverty in Kansas ranges from 0% - 100% with the average at 48.69%. There are approximately 34,000 licensed teachers in Kansas. Both rural and urban districts face unique challenges relating to poverty and retaining high quality educators. Now is the time to shift to a more challenging accountability system that acknowledges the need for a common framework of college and career ready with similar data constructs but recognizes where a school is in regards to student learning and how much that learning is improving through growth or by reducing achievement gaps.

The timing of the request for the ESEA Flexibility aligns to changes currently taking place in the Kansas educational system. In May 2010, the Kansas State Board of Education authorized the formation of the Kansas Education Commission to examine the framework for reauthorization of the Elementary and Secondary Education Act (ESEA). The Kansas Education Commission is the State's strategic approach to reauthorization and educational change. The recommendations of the Kansas Education Commission and the strategic directions of the Kansas State Board of Education are guiding the educational changes in Kansas. Increasing the number of students who are college and career ready is the driving force to the systemic changes that are occurring. The Kansas State

Board of Education (SBOE) goals and objectives mesh well with the intentions of the ESEA Flexibility Request. Following are the SBOE goals and objectives:

1. Provide a flexible delivery system to meet our students' changing needs
 - 1.1 Support statewide implementation of Multi-Tier System of Supports (MTSS)
 - 1.2 Review the accreditation system for Kansas schools
 - 1.3 Review graduation requirements, improve graduation rates, and reduce dropout rates
 - 1.4 Implement the Career and Technical Education policy initiatives approved by the Kansas State Board of Education
 - 1.5 Adopt a growth model that includes four levels of accountability (state, district, school, student) with multiple assessment opportunities (opportunity to learn), including both formative and summative data
2. Provide an effective educator in every classroom
 - 2.1 Review barriers to teacher licensure and renewal
 - 2.2 Continue to develop strategies for teacher recruitment, support, and retention
 - 2.3 Develop strategies for educator evaluation and compensation
 - 2.4 Review and revise teacher preparation programs to respond to the diverse student needs in Kansas
3. Ensure effective, visionary leaders in every school
 - 3.1 Review and revise leader preparation programs to respond to the diverse educational needs in Kansas
 - 3.2 Continue to develop strategies for leader recruitment, support, and retention
 - 3.3 Develop strategies for leader evaluation and compensation
4. Collaborate with families, communities, constituent groups, and policy partners
 - 4.1 Align Pre-K- 20 systems of support in collaboration with identified partners
 - 4.2 Communicate effectively with the public regarding education issues
 - 4.3 Develop strategic partnerships with stakeholders

Previously in 2008, the Kansas State Board of Education had adopted initiatives integrating academic content and career/technical education standards and requiring career planning and awareness. The intent was to address workforce development, career/education preparation and student acquisition of 21st century skills.

To assist with the transition to focus on helping students be college and career ready, the Kansas State Board of Education submitted in February and again in April 2011, a waiver regarding the Adequate Yearly Progress (AYP) annual measurable objectives to the US Department of Education. As Chairman Dennis stated in the request, "On behalf of the Kansas State Board of Education, I want to assure you that no one in Kansas has any intention of letting up on the accelerator. In fact, just the opposite is true. Over the past 10 years, Kansas students have shown a steady and continuing improvement in performance on state reading and mathematics assessments. We have

experienced a narrowing of the achievement gap among our low income students, those with disabilities, our English language learners and our minority populations. No one wants to slow that momentum. We do, however, want to be fair to our educators and students as we work to implement continued education reforms. We are not asking that Kansas schools not be held accountable for student performance during this transition.”

The over emphasis on making adequate yearly progress (AYP) must change so that Kansas educators are focusing on what students need to know and be able to do to be college and career ready by the time they leave Kansas schools. Kansas high school graduates need the knowledge and skills that allow them to succeed in credit-bearing coursework without remediation, whether it's through community colleges, four-year colleges or universities, trade or technical schools or to be in a career-track employment position. To shift the focus from AYP, Kansas is currently in the process of redefining its accreditation system. Since 2005, the Quality Performance Accreditation (QPA) student performance component mirrored AYP. Now that Kansas is moving to more rigorous college and career ready standards with the Kansas State Board of Education adopting the Kansas Common Core Standards (in English language arts and mathematics) and the next generation of assessments, the call from the field and various stakeholders to change the accreditation system has been heard.

The new accreditation system will focus on having districts and schools emphasize 21st Century learning environments of relationships, relevance, results, rigor and responsive culture to prepare students to be college and career ready. The ESEA Flexibility Request developed by Kansas will fit into the results component of a new accreditation system. The results component, however, will be larger than just state assessments in reading and mathematics. In designing the new accreditation system, Kansas will consider other measures beyond state assessments, i.e. ACT or industry-recognized certifications, to determine whether or not students are college and career ready. Those other potential measures are excluded from the ESEA Flexibility Request since the accreditation system is under development. When the design phase is complete, state accreditation regulations may need to be changed.

Kansas appreciates the opportunity to focus time, energy and resources on helping students being college and career ready. The ESEA Flexibility Request provides that venue for moving Kansas education to higher levels.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- ☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- ☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Background Information and Alignment of State Standards to the Common Core Standards

Legislative regulation requires that the Kansas State Board of Education (SBOE) establish curriculum standards which reflect high academic standards for the core academic areas of mathematics, science, reading, writing and social studies. Additionally, the standards are to be reviewed at least every seven years. Although legislative regulation requires the establishment of curriculum standards, it also indicates that the standards shall not in any manner impinge upon any district's authority to determine its own curriculum; thus, Kansas falls in the category of a "local control" state.

The Kansas State Department of Education's (KSDE) process for curriculum standards review requires that we identify educators who represent our student population. We must ensure that the committees are diversified in terms of gender, ethnicity/race, educational levels, and educator type, and that it has representation of our 10 State Board districts. Consequently, from its inception, our standards committees have ensured the inclusion of educators from both the special education and English as a Second Language area. Kansas is committed to delivering high quality instruction for learning to all students; therefore, affording us the opportunity to speak with one voice, and emphasizing our focus and belief in high expectations of each and every student.

Our last set of standards in mathematics, reading and writing (ELA), was developed in 2003 and 2004. Because we pride ourselves on listening to what educators in Kansas want and need, and we have for years believed and promoted preparing our students for a global society, we reviewed the content standards from other states and information from the 2000 TIMMS report to help inform our 2003 and 2004 set of standards.

In 2009, Kansas began its regular process for reviewing standards and began formulating new state committees. Kansas utilized its standards review committee process (Appendix A: Standards Development Committee Selection Process) to select committee members for both the mathematics and ELA standards. These committees were selected and identified by September 2009. The first meeting of these groups took place in November 2009, which was coincidentally the same date of the public release of the first draft of the Common Core State Standards (CCSS). Kansas, therefore, had

the opportunity to review/revise the Kansas Standards in conjunction with the Common Core State Standards and not need to, as so many other states, re-establish committees for the purpose of analyzing alignment of their state standards with that of the Common Core Standards after the fact.

Throughout 2009 -2010, the Kansas standards committees met to review and analyze the changes being proposed by the Common Core writers. It was evident during the first meeting that the direction the Common Core State Standards was taking was one with which Kansas could agree. Special meetings were scheduled each time a new draft of the Common Core State Standards was released to review the drafts and compare the new draft with the feedback that was sent from Kansas. Additionally, the Kansas standards committees took careful look at the alignment of its then current standards to the Common Core Standards. The committees determined that the standards incorporated all the important key concepts and concurred with the proposed grade level shifts in content for mathematics and the emphasis on text complexity and an integrated model of literacy for the ELA standards. The ELA and mathematics committee(s) provided written feedback to the drafts of the Common Core State Standards on four occasions; Nov. 2009; Jan. 2010; Feb. 2010; and April 2010 (Appendix A: Sample feedback on Common Core State Standards from ELA and Mathematics).

Information about the Common Core State Standards and our revision to the 2003 and 2004 Kansas standards in mathematics, reading and writing was shared at curriculum leaders meetings, Council of Superintendents, principal meetings, Institutions of Higher Education (IHE) and with other educational groups. All information obtained from these groups was then shared with the standards review committees who provided feedback to the national Common Core writing teams and who revised what would become the Kansas Common Core Standards. In addition to obtaining feedback from the field on what they believed should be in the revised Common Core State Standards, KSDE staff provided information regarding the shifts and changes that these new standards were to have. The vision of where we were headed with the common core was presented to the curriculum leaders³ and through informal presentations to various constituents⁴. Once the final draft of the Common Core State Standards was released in June 2010, the committee was able to look at them in light of what was missing for Kansas. The committees decided that adding some additional standards and emphasis areas were appropriate, thereby, developing the Kansas 15%. Kansas felt confident in the work of its committees and the feedback obtained from the field, which was shared during the Common Core State Standards development. The interactive process of give and take allowed the KSDE to present its standards to the Kansas State Board of Education without any hesitation or concerns.

The Common Core State Standards in Mathematics and English Language Arts along with the modifications and enhancements (15%) made by Kansas was presented to the Kansas State Board of

³ <http://www.ksde.org/Default.aspx?tabid=1859>

⁴ <http://www.ksde.org/LinkClick.aspx?fileticket=pGQ-ve9T3HY%3d&tabid=5000&mid=12171>

Education (SBOE) at its October 2010 board meeting for adoption. The SBOE adopted the Standards in Mathematics and English Language Arts making Kansas the 37th state to adopt the Common Core Standards for English/Language Arts and Mathematics. The minutes of this vote are posted on the KSDE website⁵.

As Kansas continues to review its other assessed standards and its model standards (non-core area standards that are not assessed with high stakes accountability assessments), it will align and integrate concepts of the Common Core into those standards. Currently, Kansas is reviewing its science, history, government, social studies and theater standards. Kansas is a lead state in developing the Next Generation Science Standards, a member of the Social Studies State Collaborative on Assessment and Student Standards (SCASS) where a proposed Kansas framework has been presented, and participated in the national development of the Next Generation of Fine Arts Standards. Currently, Kansas is looking at integrating the Common Core ELA Literacy Standards into this revision. In addition, Kansas is also utilizing the key concepts in the revisions of the Next Generation of Fine Arts Standards and including them in the Revised Kansas Curricular Standards for Theatre. These key concepts focus on:

- Best practices based on College Board research studies
- Content, skills and processes in theater education
- Incorporation of 21st Century Skills into theatre standards
- Achievement measures to help assess student growth and teacher effectiveness
- Use of samples of student work as a means of calibrating achievement levels based on actual student outcomes
- Expanded grade levels that will align with early learning standards and college and career readiness strategies
- Recognition of alignment between Common Core and theatre standards
- Incorporation of media arts content and its place among the theatre standards

The Kansas Common Core Standards (KCCS) for English Language Arts and Mathematics will ensure that all Kansas students have equal opportunity to master the skills and knowledge for success beyond high school. Effective implementation of the Kansas Common Core Standards

⁵ <http://www.ksde.org/LinkClick.aspx?fileticket=GimnPNlU6P8%3d&tabid=3876&mid=9224>

requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage the 21st Century Learner. These standards create a foundation to work collaboratively across states and districts, pooling resources and expertise to create curricular tools, professional development, common assessments and other materials. Also, there will be a long-term potential savings on textbooks and instructional resources as a result of a consistency in the development of materials across states. Another power in the Common Core State Standards lies in the fact that the standards are consistent across the states and transient students will not suffer as their parents re-locate for such reasons as employment, military base changes, etc.

Transitioning to the Kansas Common Core State Standards

Kansas educators are shifting their attention from an emphasis on making adequate yearly progress to focusing on what students need to know and be able to do to be “college-and career- ready” by the time they leave Kansas schools. Kansas high school graduates need the knowledge and skills that allow them to succeed in credit-bearing coursework without remediation whether it’s through community colleges, four-year colleges or universities, trade or technical schools or to be in a career-track employment position.

Preparing all students adequately for college- and career- success is the goal of Kansas’ public education system. As part of the overall effort to bring the state closer to this goal, Kansas academic standards in all content areas are in the process of being revised and brought into alignment with those of the Common Core. Transition from the old to the new standards will be completed in all local school districts in the coming two years.

The first step- as work began on how to support Kansas schools in the transition to the new standards- was the development of an internal workgroup that was comprised not only of content standards staff, but also staff from our career technical education, special education, teacher education and licensure, state and federal programs, communication departments as well as those involved with other state initiatives such as the Multi-Tier System of Supports (MTSS), the Kansas Learning Network (KLN), the Kansas Technical Assistance System Network (TASN), and the integration of academics and Career and Technical Education (CTE). (These state initiatives will be described later in this section of the document.) This group developed the state’s transition plan for the implementation of the Kansas Common Core Standards. The transition plan was developed as a four-phase process: 1) Dissemination and Awareness, 2) Transition, 3) Implementation, and 4) Enhancing the Curriculum; that would culminate into full implementation by schools of the State Common Core Standards by 2013-2014. (Appendix A: Kansas Common Core Transition Plan and Timeline).

Kansas Common Core Transition Plan 2010 – 2015

Dissemination and Awareness				
Action Steps	Dates		Person Responsible	Resources
	Beginning	Ending		
Adopt Common Core Standards and Place on Website	September 2009	October 2010	Sid Cooley, David Barnes, Matt Copeland, Kris Shaw, Matt Krehbiel	Common Core Standards National Standards, State Standards IT Staff
Disseminate information to the field on KS Common Core Standards	November 2010	June 2010	Kris, Shaw, Jeannette Nobo, Content Consultants	Computer, Website Sample Presentations, content area List serves (ESOL, SPED, Test Coordinators, Superintendents, Curriculum Coordinators, Principals, Teachers)
Develop Common Core Website	February 2011	March 2011	Matt Krehbiel, Matt Copeland, David Barnes	IT Staff
In-house Communication Talking Points Power Point Template Standard Power Point	December 2010	January 2011	Kathy Toelkes, Jeannette Nobo, content consultants	Common Core Resources
Common Core Messaging	February 2011	March 2011	Kathy Toelkes, Content Consultants	Common Core Standards and Resources
External Communication All constituents General Awareness	January 2011	June 2012	Kathy Toelkes, Matt Copeland, Content Consultants	Common Core Standards and Resources, list serves
Professional Learning Summer Academies TOT	December 2010	February 2012	David Barnes and Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Human Resources: Service Providers, Educational Organizations, MC3, Learning

Kansas Common Core Transition Plan 2010 – 2015

				Forward, financial, schools
Maintenance	August 2011	Ongoing	Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Financial resources, materials, human resources (presenters)

Transition	Dates		Person Responsible	Resources
	Beginning	Ending		
Action Steps Transition Documents: - Standards and Transition Timeline - Soft Landing	August 2011	September 2011	Matt Copeland, Content Consultants	Website, SBAC resources
Inform Schools on transition completion by 2013-2014	September 2011	July 2012	Kris Shaw, Content Consultants, Title, ESOL, SPED Consultants	List Serves, financial,
Website Resources for Transition	August 2011	Ongoing	Matt Krebbiel, Content Consultants, Title, ESOL, SPED Consultants	Website
Summer Academies	November 2011	July 2012	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Human Resources: Service Providers, Educational Organizations, MC3, Learning Forward, financial, schools
ESOL Standards alignment with Common Core	June 2012	September 2012	Melanie Manares, Phyllis Farrar, standards committee	ESOL Standards, SCELA alignment, website
Maintenance	August 2012	Ongoing	Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Financial resources, materials, human resources (presenters)

Kansas Common Core Transition Plan 2010 – 2015

Implementation	Dates		Person Responsible	Resources
	Beginning	Ending		
Review Summer Academy Implementation Plans for follow-up to schools/districts	August 2012	September 2012	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Surveys, templates, common core resources
Identify, collaborate, develop resources for schools to help with implementation	September 2012	May 2013	Content Consultants, Title, ESOL, SPED Consultants	Financial, materials, KSDE partners
Provide support to School/district with implementation and PLC	September 2012	June 2013	Content Consultants, Title, ESOL, SPED Consultants	Financial, materials, website, KSDE partners
White Papers	April 2012	August 2013	Matt Copeland, Content Consultants, Title, ESOL, SPED Consultants	Materials, website, list serves
Summer Academies – Assessments in the standards and accountability process	November 2012	July 2013	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Human Resources: Service Providers, Educational Organizations, MC3, Learning Forward, financial, schools
Maintenance	August 2013	Ongoing	Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Financial resources, materials, human resources (presenters)

Kansas Common Core Transition Plan 2010 – 2015

Enhancing the Curriculum				
Action Steps	Dates		Person Responsible	Resources
	Beginning	Ending		
Review Summer Academy evaluations for technical support and follow-up	August 2013	September 2014	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Surveys, templates, common core resources
Identify, collaborate, develop Resources for schools to help with advancing instruction	May 2013	May 2014	Content Consultants, Title, ESOL, SPED Consultants	Financial, common core state Education websites,
Develop/refine lesson plans that align to the common core	September 2013	June 2014	Content Consultants, Title, ESOL, SPED Consultants	Financial, lesson plans
To be further developed				

Phase I: Outreach, Dissemination and Awareness (2010-2013)

The first step in the dissemination and awareness phase was to ensure that all educators had access to the new Kansas Common Core Standards. To that end, we began in 2010-2011 by removing the old standards from the KSDE website and replacing them with the new Kansas Common Core Standards in Mathematics and English Language Arts (December 2010). A new website⁶ was also established solely to focus on the Kansas Common Core Standards. We felt it was necessary to give a message to the field of change and transition and wanted to make sure that the new Kansas Common Core Standards had their own place (March 2011).

The second step in the process was to develop communication techniques and strategies that could be shared with all agency staff which focused on the Kansas Common Core Standards. We wanted to ensure that a single common message was being delivered by KSDE staff as they presented to various groups, and so a set of “talking points” were developed in December 2010 (Appendix A: KSDE Talking Points on Common Core Standards). We also developed a Kansas Common Core Standards template for all presentations that would be delivered on the Common Core Standards (January 2011). We thought it important that educators could quickly identify any presentation focused on the new Kansas Common Core. Additionally, we wanted to be sure that educators understood the shift that was taking place with the Kansas Common Core Standards and its importance towards ensuring that all students graduated college and career ready; therefore, a common message was developed in February and March, 2011. This common message focused on three key shifts of the Common Core: Advance Instruction, Cultivate Habits of Mind, and Foster Collaboration⁷.

Once the internal communication efforts were made clear, work began on the development of a communication plan for the field (May 2011). The purpose was to develop a communication plan that would assist all constituents in the understanding of the new Kansas Common Core Standards by building on the key themes of providing advanced instruction, cultivate habits of mind, and foster collaboration as well as establishing clear and consistent expectations for students and ensuring college and career readiness. The communication objectives were clearly outlined:

- To create the vision for all to see, understand and embrace; a focus on enhanced instruction to lead to college and career readiness for all students.
- To create ownership of the Kansas Common Core Standards among the Kansas education community.

⁶ <http://www.ksde.org/kscommoncore>

⁷ <http://www.ksde.org/LinkClick.aspx?fileticket=LdqloF9I8dw%3d&tabid=5000&mid=12171>

- To provide local school districts with clear and ample information to engender confidence among parents and patrons of the standards' effectiveness as a guide to instruction that will result in college and career readiness for all students.
- To provide an understanding of the timeline associated with the implementation of the Kansas Common Core Standards and clarify next steps in the implementation process.
- To facilitate clear and consistent messaging related to the Kansas Common Core Standards among all stakeholder groups.

The third step in the process was a natural transition from the other two steps; ensuring that educators were aware of the standards and the shifts and changes that were evident between the old standards and the new Kansas Common Core Standards. This required long range planning focused on professional development. Presentations were strategically scheduled throughout the state for teachers, curriculum leaders, principals, superintendents, state parent teacher organization, and other educational organizations through the months of January – June 2012 (See Transition Monthly Schedule Activities⁸).

Because we realized that as a small state education department we needed to find the most effective means to provide support to educators, it was decided that two primary concepts for transitioning to the Kansas Common Core Standards would be used: summer academies and training of trainers. These two concepts are utilized throughout the various phases of the transition plan.

For the dissemination and awareness phase, the summer academy was developed in collaboration with educators knowledgeable about the Common Core in both K-12 and higher education. In addition, members of the Kansas Teachers of Mathematics Association and the Kansas Reading Association were key players in the summer academies, not only in developing, but also in presenting. This first summer academy focused on the content, its shifts, how they were different from the old standards, provided hands-on activities so that content teachers would feel comfortable with the standards, and initial steps of a transition process. In addition to a teacher focus, a principal focus was also included. The focus for principals was also on awareness of the changes in the standards, to help them identify behaviors and actions that would allow them to know whether the Kansas Common Core Standards were being internalized and implemented by their teachers, and to assist them in formulating steps needed for the implementation of the new standards. Kansas is also a member of the Survey of Enacted Curriculum (SEC) SCASS. We provided all teacher participants attending the academy the opportunity to take the SEC and utilized their survey results in

⁸ <http://www.ksde.org/LinkClick.aspx?fileticket=pGQ-ve9T3HY%3d&tabid=5000&mid=12171>

discussions about gaps in their local curriculum, aligned to Kansas' old standards when compared to the Kansas Common Core Standards.

The first round of statewide summer academies (2011) was very successful. We began with only four academies and, due to the overwhelming response, we had to double the number of academies offered. By the end of the summer (June – July 2011), we completed eight summer academies across the state with over 3,000 educators in attendance.

Common Core Summer Academies – 2011

Schedule

<u>DATE</u>	<u>CITY</u>	<u>LOCATION</u>	<u>#</u>
<u>Participants</u>			
June 21-22	Junction City	Junction City Middle School	479
June 23-24	Junction City	Junction City Middle School	212
June 28-29	Wichita	South High School	507
June 30 & July 1	Goddard	Goddard High School	318
July 7-8	Kansas City	Piper High school	488
July 11-12	Iola	Iola Sr. High School	421
July 14-15	Hays	Hays High School	359
July 18-19	Garden City	Garden City High School	250

To continue the impetus of dissemination and awareness, we began work with Learning Forward for the development of a training of trainer (TOT) framework; a framework that would be applicable for any professional development/learning that Kansas had to offer. *Learning Forward*, previously known as the National Staff Development Association, is the nation's leading organization for high quality professional learning. We began this process in May 2011, affording Learning Forward staff with the opportunity to attend our summer academy in order to better understand and familiarize themselves with Kansas educators and the process being used for the transition to the Kansas Common Core Standards. Once the academies were completed, Learning Forward trained KSDE staff and a select number of educators in the areas of mathematics and ELA in the TOT framework, (August, 2011). Staff immediately began work on the development of its TOT throughout the next few months. Utilizing the framework, three TOT sessions were held, training 60 educators and service providers in the new Kansas Common Core Standards, unified messaging, and in the foundation of effective professional learning (November 2011 – February 2012). This was an important step in our dissemination and awareness process because it provided the opportunity for our service providers to be full collaborators with KSDE. In addition, the TOT provided KSDE access to a number of educators who could assist in providing the much needed consistent message and awareness to the field.

Our final step in phase one was ensuring continual support. Regular meetings were established with our outside partners involved in our state initiatives to ensure that educators could identify the connections between and among the systems, and how the Kansas Common Core Standards play an integral part in each of the initiatives.

The Multi-Tier System of Supports (MTSS) is an integrated, systemic approach that provides for curriculum, instruction and assessment alignment across the classroom, school, district, and state levels to improve student outcomes.⁹ MTSS is implemented in effective Kansas schools for continuous improvement to ensure that every student will be challenged and achieving to high standards both academically and behaviorally.

The Kansas Learning Network (KLN) is the process used by KSDE during the past four years to support Title I schools on improvement.¹⁰ The effective components from the KLN will be utilized with the Kansas ESEA Flexibility Waiver.

The Kansas Technical Assistance System Network (TASN) was launched in 2009 to provide technical assistance to support Kansas school districts' systematic implementation of evidence-based practices in order to improve outcomes for students with disabilities.¹¹ By establishing and maintaining communication and work alignment among all technical assistance providers in the network, TASN provides coordinated support that leads to improved outcomes for Kansas children and their families. In 2012, TASN was expanded to provide support for all student groups, not just students with disabilities.

Integration of academics and Career Technical Education (CTE) is perhaps one of the most critical areas for consideration in the common core standards process. Therefore, upon adoption of the Kansas Common Core Standards, KSDE requested a study on the Kansas CTE transition to the Kansas Common Core Standards for the purpose of providing KSDE with information that would assist in improved coordination and implementation the Kansas Common Core Standards with its career and technical education standards. This study, "A Descriptive Analysis of the Overlap between the States' Career Clusters Essential Knowledge and Skills and the Common Core State Standards"¹², was completed by WestEd in February 2011. WestEd is a research, development, and service agency, that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. The findings of the study were later used to provide direction as to the internal work needs and to create focused conversations towards integration. In an effort to improve communication, academic content staff was placed in CTE

⁹ <http://www.kansasmtss.org/overview.htm>

¹⁰ <http://www.ksde.org/Default.aspx?tabid=4465>

¹¹ <http://ksdetasn.org>

¹² <http://www.ksde.org/LinkClick.aspx?fileticket=FfIKlvSfU6g%3d&tabid=5000&mid=12171>

workgroups to learn about the CTE pathways and share information about the Kansas Common Core Standards. This has helped build the integration process.

Outreach, dissemination and awareness are continuous and ongoing supports necessary for any and all new efforts. As such, it permeates throughout all phases to one degree or another. KSDE continues to provide support to schools via in-service trainings, workshops and other presentations which focus on the understanding of the standards and information on the transition to the new Kansas Common Core Standards. Resources continue to be developed that assist educators in understanding and becoming more knowledgeable of the standards. Transition timelines were provided and we deepened our collaboration with outside members involved in our state initiatives.

Phase II: Transition (2011-2012)

This transition phase began with the 2011 summer academies. It was at these summer academies where discussions took place regarding the “how” to transition to the Kansas Common Core Standards. Because participants were concerned about the current assessments and the need to make AYP, a general timeline was provided for, what at that time was our best guest of how, not only the standards transition, but also the state assessment transition to the Common Core assessments would take place (see Kansas’ Transition to the Common Core Standards and Assessments)¹³.

As we met with schools and heard from educators at various conferences, workshops, and meetings, we realized that schools in Kansas were all experiencing the change to the Kansas Common Core Standards differently. Some were embracing it; others were trying to do a balancing act between the old standards (because of our current assessment being directly tied to the old standards), and the new Kansas Common Core Standards; and yet others were being very cautious and not wanting to commit to any change immediately. Therefore, to assist schools at all three levels, KSDE developed a suggested School/District “Soft Landing” Transition to Kansas Common Core Standards (KCCS)¹⁴ chart outlining three suggestions for how schools could transition to the Kansas Common Core Standards (September 2011), all of which culminate with full implementation by 2013-2014.

KSDE believes that the first step in the Kansas Common Core Standards transition phase was for educators to have full understanding of the eight mathematical practices, six shifts in ELA and the integrated model of literacy. Much of the content and conceptual understanding conveyed by the standards exists not in the standard statements themselves but rather in the ancillary materials included with the standards (e.g., the preface, the sidebars, the glossary, the appendices, etc.). Therefore, it was here where KSDE started the transition phase. A series of live meetings along with interactive television (ITV) updates were offered throughout the year focusing on administrators, content teachers, special education, and higher education to highlight the ancillary

¹³ http://www.ksde.org/LinkClick.aspx?fileticket=y1G_IH2dvOg%3d&tabid=5000&mid=12171

¹⁴ <http://www.ksde.org/LinkClick.aspx?fileticket=PXx0vU5JYQo%3d&tabid=5000&mid=12171>

materials such as those mentioned above as well as some general awareness (see Standards and Assessment Updates including ITV and Live Meeting Flyer¹⁵).

A second step in the transition phase was for schools to begin incorporating the Kansas Common Core Standards into their local curricula. Schools were asked to look at transition the standards in grades K – 3 for the school year 2011-2012, grades 4-8 in 2012-2013, and high school by 2013-14. This transition timeline places Kansas schools in a good position to pilot the Smarter Balanced Assessment (SBA) in 2013-2014 with full implementation by 2014-2015.

Although Kansas began working on crosswalk documents of the old standards and the new Kansas Common Core Standards as early as 2010-2011, we quickly realized that what educators were really asking us was to tell them where in the Kansas Common Core Standards the old Kansas standards indicators aligned. Because it is the process that is most important for educators when developing and participating in crosswalk documents, rather than providing educators with these documents, we chose instead to educate them on the use of the Survey of Enacted Curriculum tool and demonstrate how this tool can be used to get at the information they were requesting, while at the same time helping them learn, understand and internalize the standards. Training sessions were offered on the use of the Survey of Enacted Curriculum and Live Meetings/webinars were offered to the field during the beginning of the school year. Our TOT cadre was trained on the use of the SEC and how to best utilize it with schools. In addition to the SEC, other resources were identified and placed on the KSDE Common Core website to assist teachers with this process.

A variety of techniques and tools for how to transition to the standards are on the KSDE Common Core website. KSDE staff has been providing direct support to districts and schools needing assistance with transitioning to the new standards. Due to the number of requests, a “request form” was implemented to ensure support and to help with data collection. This same request form is used to broker presentation requests to our TOT whenever a KSDE staff is unavailable.

One of the key pieces developed by KSDE staff to help with the ELA transition in particular is training on text complexity. Kansas has been a leader in the development of this training. In line with our common message of “fostering collaboration”, our presentation was placed on the Implementing the Common Core SPACES website developed by the CCSSO in addition to the KSDE Common Core website for access by other states. Co-presentations were delivered with MetaMetrics, the developers of *Lexiles* measures and Sue Pimentel, one of the writers of the ELA Common Core Standards, and showcased with such authors as Jay McTighe and Grant Wiggins in ASCD (<http://www.ascd.org/Publications/newsletters/education-update/eu-apr12-qr-video.aspx>).

Additionally, for this transition phase, KSDE has been working closely with our service providers involved in other state initiatives, resulting in regional meetings where members of our special education department, English as a Second Language, and Common Core have come together to

¹⁵http://www.ksde.org/Portals/0/Standards%20and%20Assessment%20Services/Standards%20Updates%20Flyer%201_011212.pdf

assist schools with their transition process. As a result of these meetings, it has become apparent that there are inconsistencies in terminology across districts, transition plans vary with regard to detail and specificity, and more importantly, transition plans are focused solely on the standards and not on the change that the standards will bring to our educational system. If the change that the Kansas Common Core Standards warrants in schools is to take place, then schools need to look at more than the standards. They should also look at their current educational system to see if it contains the necessary ingredients for the successful transition to the Kansas Common Core Standards and for students to be college- and career-ready. Therefore, the 2012 Summer Academy will have an emphasis on the development of a cohesive transition and implementation plan focusing on not only the standards but on the change process, professional learning, curriculum, assessments, resources, and communication with stakeholders. In order to ensure a successful professional learning opportunity for the field, we once again sought the assistance of Learning Forward to help with the formatting and professional learning methods best suited for this type of event. We wanted to ensure that the end result of the summer academy was a plan that was implementable back in the districts.

Understanding that implementation plans are already developed and that transitioning to the Kansas Common Core Standards is taking place, we are asking districts/schools to bring in their existing plans so that they can be reviewed and enhanced. KSDE wants to ensure that plans are considered from a systems point of view. It is expected that attendees at these academies will include districts/schools which have not yet transitioned to the Kansas Common Core Standards or will be in the beginning phases of that process.

Five academies will be conducted across the state. These academies build on last years and are for school/district teams rather than individual participants. KSDE has been specific as to the make-up of the teams and has asked schools to make every effort to invite their service providers and/or higher education institutions to attend as part of their school/district team. There are of 1200 participants currently registered for the 2012 Summer Academy. We expect this number to increase as each academy date gets closer and official school business comes to a close.

Common Core Summer Academies Transition and Implementation - 2012

Schedule

<u>DATE</u>	<u>CITY</u>	<u>LOCATION</u>
June 5-7	Pittsburg	Pittsburg High School
June 19-21	Newton	Newton High School
July 10-12	Hays	Hays High School
July 17-19	Hugoton	Hugoton High School
July 24-26	Topeka	Auburn Washburn Middle School

During fall 2012, KSDE will bring together their TOT team and instruct them in the process of implementation plans with an emphasis on a systems approach. When we developed the TOT, we made the commitment to keep them informed of the latest information we obtained on the Common Core Standards and to provide them with the necessary skills to be successful trainers throughout this transition period.

Another aspect of our transition phase are the Online Standards Training¹⁶. The Online Standards Training Modules will begin the update process in May to include latest information on the Kansas Common Core Standards. The first modules to be revised and/or updated are the Mathematics and ELA standards. Provided the funding is available, KSDE has plans to update all modules on this online training. The Online Standards Training Modules are short video presentation explaining the standards and the need to transition to the Kansas Common Core Standards. Scheduled to be updated in 2012-2013, are the modules on ESOL, science and social Studies.

Phase III: Implementation (2012-2013)

Feedback from the survey to academy participants will help inform KSDE of its effectiveness, provide staff with the identification of common themes that Kansas needs to focus on for professional learning and identify the technical assistance needed by schools. The latter information will to help foster our on-going collaboration with Kansas service providers for continued support to schools.

With a systemic implementation plan developed at the 2012 Summer Academy, schools/districts will be ready to start their school year with the action steps they outlined. Beginning in August 2012, KSDE will work with school districts to facilitate the full implementation of the standards and confirm that their academy teams are functioning as a Common Core implementation community of practice (CoP). The CoP will continue to meet throughout the school year to ensure that plans are being implemented and analyzed for continuous improvement. During the 2012-2013 school years, KSDE will provide schools/districts with assistance in: mapping their curriculum, identifying resources or a means of determining if the instructional materials align with the Kansas Common Core Standards, revising and developing lesson plans that will maximize student learning of the new content that students need to know and be able to do, and working with teachers on instructional strategies that focus on 21st century skills embedded at each grade level and across content areas.

Since the Career Technical Education section of the KSDE is integrated with the standards and assessment areas and the Kansas Common Core Standards are preparing students to be college- and career-ready upon graduation, we will focus on the integration of academic and technical education content, critical thinking and reasoning, collaboration, differentiation, self-direction, and the formative assessment process as part of the instructional process. To this end, awareness sessions

¹⁶ <http://www.k-state.edu/ksde/qpa/>

and trainings will be offered to general education teachers, teachers of ESOL students, and special education teachers. (Attachment 8: Professional Learning Timeline). Additionally, CTE will work with content teachers in mathematics and ELA to align lessons to the Kansas Common Core Standards. Special education and ESOL teachers will be involved in this process as well to provide ideas on how to differentiate the lessons for diverse student populations.

In 2011 KSDE received a five year Title III National Professional Development grant funded through the Office of English Language Acquisition (OELA) in Washington, D.C. Project **Kansans Organized for Results-based and Effective Instruction (KORE)** is a statewide collaboration between Kansas State University, Kansas University, the Jones Institute, Emporia State University and the Kansas Department of Education to provide support to existing and future school systems implementing the Kansas Multi-Tier System of Supports (MTSS) in working with students of culturally and linguistically diverse (CLD) backgrounds, in particular those students who are English Language Learners (ELLs). Of the grant's four focus areas, Focus #1 pertains directly to our efforts with the common core. It reads:

“THE collaborators, with the KSDE, will design and implement professional development to enhance Kansas MTSS systems, with meaningful and effective application of research-based instructional strategies for ELL students is found in Tier 1 Core Instruction.

Professional development will be aligned with the Common Core State Standards (CCSS), Kansas ESL Standards, and Biography-Driven Performance (BDP) Standards that are based upon the Center for Research on Education, Diversity & Excellence (CREDE) standards for effective instruction”.

To help with the inconsistency in terminology, to help support our efforts for a unified message, and to alleviate conflicting messages in schools/districts KSDE has implemented the development of “White Papers”; the first of these is on *Unpacking Standards*. A timeline has been developed for development and dissemination of these white papers to the field.

2012-2013 “White Paper” Topics, Development and Dissemination

Topic	Development	Dissemination
Unpacking the Standards: A Cautionary Note	April 2012	May 2012
KS MTSS and the Common Core: Do they align?	July 2012	August 2012
Standards and Curriculum: You mean they are not the same thing!	October 2012	November 2012
Formative Assessment Process and the Common Core	January 2013	February 2013
Common Core Standards and Assessments: Readiness or Admissions to IHE for High School Students	April 2013	May 2013
To be determined	July 2013	August 2013

Phase IV: Enhancing the Curriculum: 2013 and Ongoing

Although not fully developed, Enhancing the Curriculum will focus on providing schools/districts with additional resources and instructional strategies that will support instruction and student learning. The 2013 Summer Academy will be a hands-on training for teachers to integrate the formative assessment process in instruction. We have begun spreading the seeds of this information by including this topic in our KSDE Annual Conferences. In 2011, Dr. Jim Popham professor emeritus at the University of California at Los Angeles and a former test maker, noted expert on educational testing, and author of many books including *TransFormative Assessment*, presented at our preconference on the theory of formative assessment. Dr. Margaret Heritage, chair of the Formative Assessment for Students and Teachers (FAST) who will help put theory into practice will be featured at this year’s pre-conference. We know that by next summer, teachers will be anxious about the Common Core assessments for accountability; therefore, we will include in the 2013 Summer Academy information on the 2014-2015 Smarter Balanced Assessments, assessments for students with severe disabilities, the DLM and the ELP assessments. As in previous years, after the academies are completed, our TOT will be trained on what was shared with the field during the summer academies so that they may in turn assist us in providing support to schools.

Analyzing the Linguistic Demands of the State's Standards to Inform ELP Standards

In March 2011, the Kansas State Board of Education adopted the current Kansas Curricular Standards for English for Speakers of Other Languages¹⁷. Consequently, during the summer of 2011 an in-house review of the Kansas Common Core State Standards (CCSS) for English Language Arts adopted in Kansas in October 2010 and Kansas ESOL standards adopted in March 2011 was held. Findings from this review indicated that, in spite of differences in organization, the content of the ESOL standards corresponded well. Only one Kansas ELA CCSS was not directly addressed at any grade level in the KS ESOL standards. The level of rigor in KS ESOL 2011 standards had been raised extensively in order for ELs to reach CCSS standards. The ESOL standards are divided into two statements: 1) what a student can do at a particular proficiency level and 2) instructional support for the learner to be able to perform the skill. The standards change by grade level. In the early grades, language and literacy acquisition is described in small increments, with separate standards for each grade level Pre-K, kindergarten, grade 1, 2, or 3. In the upper grades, proficiency is gained in larger increments based on fluency and literacy in L1, so grades 4-5 and 6-12 are grouped together.

In addition to the in-house review, the Kansas State Department of Education is participating in two studies concerning the alignment of the current Kansas Curricular Standards for English for Speakers of Other Languages which were adopted in March 2011 with the Kansas Common Core State Standards in English Language Arts and Mathematics adopted in October 2010 by the Kansas State Board of Education. Kansas joined a work group of sixteen states known as the State Collaborative on English Language Acquisition (SCELA). The work group has two tasks: 1) to develop common English language proficiency (ELP) expectations and 2) the systematic examination of current state English Language Proficiency standards to determine commonalities that correspond to the CCSS. In conjunction with the latter, a framework for developing correspondence to CCSS is being formulated. The work group is receiving assistance with these two tasks from the Assessment and Accountability Comprehensive Center and the Mid-Atlantic Comprehensive Center. By June 2012, using the results of the two tasks, Kansas will determine whether any adjustments or amendment need to be made to the Kansas ESOL standards and take appropriate action to align them to the Kansas Common Core State Standards.

After that alignment action is completed, Kansas will develop a new English Language Proficiency assessment. While the process of the two tasks described above is occurring, the Kansas State Department of Education (KSDE) staff will explore options for test development in 2012-2013, in time to pilot a test in the spring of 2014 with implementation in 2015. Based on the results of

¹⁷ <http://www.ksde.org/Default.aspx?tabid=4694>

SCELA Task 1 and Task 2 above, KSDE will determine with which states and standards Kansas is most closely aligned in order to work efficiently. There are several possibilities. Kansas may:

- Find two or three states that Kansas shares a vision of collaboration on a computerized adaptable, performance-based English Language Proficiency Assessment. Each state might contribute one language mode or a bank of test items for a jointly-owned final product, or
- Join a coalition of states to develop an assessment based on common ELP standards, or
- Purchase a yet-to-be-developed assessment from a vendor who uses the ELP standards resulting from the SCELA tasks described above as a basis.

Kansas will conduct all necessary post hoc alignment and validation studies in order to fully implement the new Kansas English Language Proficiency Assessment in 2015.

Kansas' ESOL Standards Implementation Timeline

Transition/Implementation Steps	Dates
Adoption of Kansas Curricular Standards for English for Speakers of Other Languages	March 2011
Dissemination and Awareness of ESOL standards to Kansas Educators	May 2011 - current
In-house review of ESOL Standards and KS CCSS	Summer 2011
Kansas joined the SCELA work group to analyze the alignment of the KS ESOL standards with CCSS.	October 2011
Conference calls, with member states taking part in the SCELA workgroup	April 2012 – September 2012
Identify usefulness of the KS KWIET Tool to be used to assess EL writing proficiency (diagnostic, formative, and summative assessment purposes).	April 2012 – June 2012
SCELA Work group results are available	June 2012

At this point in time, depending on what the results indicate, there are two possible scenarios of how the work will continue.

Changes to Standards		No Changes to Standards	
Changes to Standards based on SCELA results, if needed.	July 2012 – August 2012	Identify states willing to work collaborative for the purpose of an adaptable computerized assessment.	July 2012 – August 2012
Resubmit to KS State Board for Adoption, if needed	September 2012	Implementation of Common Core ESOL standards K-12 and professional development on the standards.	September 2012-May 2013
Identify states willing to work collaborative for the purpose of an adaptable computerized assessment.	September 2012	Develop ESOL Assessment	2012 - 2013
Implementation of Common Core ESOL standards K-12 and professional development on the standards.	October 2012 – May 2013	Pilot portions of the ESOL Assessment	Spring 2014
Develop ESOL Assessment	2012-2013	Implement New ESOL Assessment	Spring 2015
Pilot portions of the ESOL Assessment	Spring 2014		
Implement New ESOL Assessment	Spring 2015		

Analysis of the Learning and Accommodation Factors for Students with Disabilities

Kansas is a member of the Dynamic Learning Maps Alternate Assessment Project¹⁸ (DLM), one of the two consortiums awarded a GSEG grant to develop an alternate assessment in reading and math for students who have significant cognitive disabilities based on the Common Core State Standards (CCSS). Kansas has been a member of this consortium since the group was awarded the grant. Teachers from member states have been involved in developing new Essential Elements (Extended Standards) Achievement Level Descriptors in reading and math. The Common Core Essential Elements (CCSS) are specific statements of the content and skills that are linked to the CCSS grade level specific expectations for students with significant cognitive disabilities.

The Dynamic Learning Maps Alternate Assessment Project is guided by the core belief that all students should have access to challenging grade-level content. DLM will allow students with

¹⁸ <http://dynamiclearningmaps.org/>

significant cognitive disabilities to show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system. The standards utilized in the DLM are the Common Core State Standards.

Kansas continues its analysis of the learning and accommodation factors necessary to ensure that students with disabilities have the opportunity to achieve the Common Core State Standards. KSDE continues to guarantee that all activities related to the Common Core State Standards, such as dissemination, outreach, and professional learning addresses the needs of students with disabilities. Two live meetings¹⁹ were provided to the field and recorded for future reference; the first one on the "Common Core and its impact on students with disabilities", and the second on DLM.

KSDE is very fortunate to have as part of its state initiatives both the Multi-Tier System of Supports (MTSS) and the Kansas Technical Assistance System Network (TASN). MTSS is implemented in effective Kansas schools for continuous improvement to ensure that every student will be challenged and achieving to high standards both academically and behaviorally. TASN provides technical assistance to support Kansas school districts' systematic implementation of evidence-based practices in order to improve outcomes for students with disabilities. Both of these initiatives provide support to schools with the implementation of KCC.

Additionally, Kansas is fortunate to have one of our KSDE Special Education Services Team members, as a co-chair of the accommodations workgroup for the development of the Smarter Balanced Common Core Assessment. We have also had a very active participation in the development of the accommodations manual for both ESOL and students with disabilities and developed as part of the CCSSO Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS). KSDE representative to ASES ensured that the information regarding the accommodations issues being discussed at the national level for students with disabilities flowed into the hands of Kansas educator and particularly, special education educators.

Outreach and Dissemination of Common Core State Standards

As mentioned in the transition to the Common Core State Standards section, outreach and dissemination was the first phase of our transition plan. It is an ongoing process. Kansas provides

¹⁹ <http://www.ksde.org/Default.aspx?tabid=4776>

outreach and dissemination of the Kansas Common Core Standards through a variety of methods and to a variety of audiences:

- Face-to-face meetings
 - Annual statewide conferences where sessions about the Kansas Common Core Standards are offered
 - Quarterly curriculum leaders meetings – participants are the curriculum leaders of the school districts. KSDE provides updates on the Kansas Common Core Standards and the Smarter Balanced Assessment. Feedback is sought from this group whenever new materials are being developed.
 - Monthly Council of Superintendents meetings – participants are Kansas district superintendents and service center providers who received updates on the Common Core State Standards and monthly updates on the SBA.
 - Kansas education organizations meetings and/or conferences – Kansas Learning First Alliance (KLFA) comprised of 22 Kansas educational organizations/groups; Teacher of the Year Conference, Parent-Teacher-Organization Conference, Service Center principal groups. KSDE provides information regarding the Common Core State Standards and facilitate discussions to obtain feedback.
- Live Meetings – Two monthly live meetings are being held through May 2012 to inform the various stakeholders on how the Common Core State Standards impact their area of expertise. Stakeholders targeted this first round of live meetings were, administrators, IHE, ELA teachers, math teachers, special education educators. This will continue in 2012-2013.
- Websites
 - KSDE (www.ksde.org)
 - KS Common Core Website (<http://www.ksde.org/kscommoncore/>)
- Social Media
 - Facebook – KSDE just recently opened a Facebook page where dialogues around the topic of the Common Core State Standards will be initiated
- Videos²⁰

²⁰ <http://www.ksde.org/Default.aspx?tabid=5000>

- The Kansas Commissioner of Education has developed a video on Kansas Accountability and the Common Core.
 - A series of teacher videos have been developed by Kansas teachers talking about the Common Core State Standards.
- List Serves
 - ELA teachers, mathematics teachers, curriculum leaders, principals, superintendents, test coordinators, Title I directors, and IHE all receive information about the KS Common Core.
- Surveys to K-12
 - Initial survey to the field to determine the degree to which they were familiar with the Common Core.
 - Conferences, workshops and/or training surveys provide not only feedback on the presenter, but also provide information on school/district needs. This information is then used to develop or broker services to the field.
- Professional Development – All professional development provided by KSDE is offered to content specific teachers and to teachers with diverse populations. Planning of professional development activities such as the summer academies is done by the Common Core workgroup team, comprised of content staff and staff working with special education services, ESOL, Title I services, and teacher education programs.
 - 2011 Summer Academy – Teachers and Administrators – Hands-on training on Kansas Common Core Standards and some of the available tools that will assist schools in the transition to the new standards as well as with implementation.
 - 2012 Summer Academy – School teams comprised of leader, teacher, ESOL, Special Education staff, and service providers. Focus is on transition and implementation plans for the transition into the Kansas Common Core Standards.
 - 2013 Summer Academy - hands-on training for teachers to integrate the formative assessment process in instruction and to identify instruction strategies to support students.
 - 2014 Summer Academy – focus will be on the SBA assessments

- Outreach specific to parents – KSDE works with the Kansas Parent Information Network (KPIRC) as a means to disseminate information to parents on many educational initiatives and efforts. The Kansas Common Core information is shared through resources provided at their statewide parent conference. KSDE has placed on its website as a resource the National PTA link to the Kansas Common Core Standards materials, developed a “Question & Answer” link just for parents, and will collaborate with the Kansas Parent Teacher Association on two live meetings about the Common Core State Standards for parents.

Plan for Professional Development for Teachers and Principals to Support Implementation of the Common Core Standards for All Students

Kansas considers professional learning as a method of safeguarding our students by ensuring they have the best teachers possible. Kansas currently has several educational statutes that place the responsibility for professional learning in the hands of the Kansas State Board of Education. Education Statute #: 72-9601²¹ and 72-9603²² require the Kansas State Board of Education to adopt rules and regulations that prescribe and adopt policies and guidelines for the provision of professional development programs. The state board is required to establish standards and criteria for procedures, activities and services in said programs, as well as to establish standards and criteria for evaluation and review of these programs. In addition, an evaluation process regarding the effectiveness of these programs is required. The responsibility of professional development for teachers and all licensed personnel in school districts is a collaborative responsibility of all teams within the KSDE, with the monitoring responsibility falling directly on the Teacher and Education Licensure (TEAL) Team, while the other teams in the department focus primarily in the direct provision and brokering of professional learning opportunities to the field (more regarding this is described further in this section). Staff in the TEAL team has developed rules and regulations to govern the statute requirements²³. Also in existence is the Special Education Statute #: 72-965 (a)(2)(A) and (B) which requires the provision of professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions as well as evaluations, services and supports, including scientifically based literacy instruction.

In the past few years, such initiatives as MTSS and TASN have been instituted to not only address the need for professional learning for special education educators, but also as an effort to integrate special education and general education professional learning. If we are truly going to assist all students, we cannot be isolated in our approaches, but work together for efficiency, teacher benefit and most importantly student learning.

²¹ https://svapp15586.ksde.org/regs_statutes/Stat_Reg_Results.aspx?Statute=72-9601&Regulation=0

²² https://svapp15586.ksde.org/regs_statutes/Stat_Reg_Results.aspx?Statute=72-9603&Regulation=0

²³ <http://www.ksde.org/LinkClick.aspx?fileticket=Dd7byUUOZCQ%3d&tabid=2132&mid=5592>

KSDE believes strongly that professional learning is the key to ensuring the successful transition and implementation of any initiative, including the Kansas Common Core Standards. Kansas' commitment to professional learning is evidenced by the adoption, at its SBOE meeting in April 2012, of the National Professional Learning Standards²⁴. The current state accreditation system, Quality Performance Accreditation (QPA), includes as one of its regulations (QPA regulation 91-31-32)²⁵ the requirement for schools to ensure that formal training for teachers regarding the state assessments and curriculum standards is taking place. Each year, schools must complete their QPA report and sign assurances that this is implemented. In order to assist schools with this requirement, KSDE has been offering schools since 2005, an online standards training module that teachers can use in a variety of ways to obtain information about the standards and assessment, along with how other content areas work at integrating their content with that of mathematics and ELA. This online standards training module is in the process of being updated this summer with new modules on mathematics and ELA directly related to Kansas Common Core Standards. Throughout the next two years we intend to complete the revisions. Completion is scheduled for summer 2014. Because the KSDE is in the process of developing a new system of accreditation and accountability with a focus on the transition to 21st Century Skills using Kansas Common Core Standards, appropriate assessments and effective evidence based interventions to ensure students are college- and career-ready, the online standards training modules will be pivotal to teacher understanding of how the Kansas Common Core Standards are reflected in the new accreditation system.

Within the new accreditation system, professional development is taking a more prominent position. Instead of it just being an assurance, it is its own component in the process. Rubrics will be developed to evaluate schools level of implementation, integration and impact of professional learning on teacher effectiveness and student learning.

Collaboration with our state educational service providers is crucial. Kansas has seven regional service centers which provide a number of services to schools including professional development. We work with service centers to provide regional trainings and workshops pertaining to the Kansas Common Core Standards. KSDE has included the service center staff as part of their trainer of trainers to ensure consistency in messaging and implementation throughout the state.

During 2011-2012 KSDE staff, alongside their Kansas Learning Network (KLN) partners worked to provide support to schools on improvement for AYP and to ensure that school improvement plans take into account the transitioning to the Kansas Common Core Standards. It is imperative that these schools understand that focus solely on AYP will not get them to better student learning. Schools on improvement for AYP in Kansas need to make certain that they transition to the Kansas Common Core Standards instead of concerning themselves with raising test scores based on old

²⁴ <http://www.ksde.org/LinkClick.aspx?fileticket=Q9bz66gB8x0%3d&tabid=5070&mid=12356>

²⁵ <http://www.ksde.org/Default.aspx?tabid=1787#91-31-32>

standards. Transitioning to the Kansas Common Core Standards now, instead of in the last year, will be most beneficial for students.

Additionally, KSDE in collaboration with professors from our IHE, K-12 educators, members of KATM and KRA developed and implemented the KSDE Summer Academies in 2011 and are implementing academies in 2012, 2013, and 2014. Follow-up is planned for these academies via KSDE annual conference, face-to-face contact, phone calls, Live Meetings, and regional meetings utilizing our service center provider partners.

A complete timeline for professional learning can be found in Attachment 8: Professional Learning Timeline.

Plan to Provide High-Quality Instructional Materials Aligned with the Common Core Standards to Support Teaching and Learning

Kansas, being a local control state, does not spend significant amounts of time developing instructional materials. However, through collaboration with outside entities, we are able to contribute to the development of instructional materials aligned with the Kansas Common Core Standards. Kansas has developed presentations about the use of the Survey of Enacted Curriculum with ELA and Mathematics Common Core Standards as well as participates in various CCSO SCASS's, where we have the opportunity to provide input on documents and resources developed by other states. The Implementing the Common Core Standards (ICCS) SCASS is a high proponent of this type of collaboration.

One of the most important instructional pieces developed by Kansas is the professional development surrounding the text complexity focus within the ELA Common Core Standards. Kansas is considered a leader in this area (see Phase II Transition section). Additionally, specific to ELA, KSDE has developed *The Kansas Guide to Learning: Literacy (KGLL)*, a resource for caregivers and educators that provides comprehensive, integrated, and research-based recommendations about the critical elements of curriculum, instruction, and critical questions and considerations for children birth through grade 12.

KSDE has made a concerted effort in securing instructional resources and/or materials aligned with the Kansas Common Core Standards and places links to the materials and/or resources on the Kansas Common Core state website. Information about the materials and resources is then disseminated through the various KSDE list serves.

Also, as part of the Kansas Education Longitudinal Data System, the implementation of a Collaborative Workspace and reporting system has been developed to enable educators to access, analyze, and use integrated data to support targeted student instruction, for school improvement, and to easily generate reports for parents and other stakeholder groups. The collaborative

workspace will contain a Unified Standards Management and Reporting System (USMRS) where teachers can access all the state standards. The USMRS when fully functional will provide educators with the opportunity to look up the standards and query the system for standards alignment with the 21st century skills and the Kansas Common Core Standards. Additionally, the Collaborative Workspace will integrate libraries of instructional resources into the USMRS.

Recently, KSDE developed an Open Education Resources website²⁶ for educators which also makes Common Core State Standards resources available to educators.

Plan to Expand Access to College-Level Courses or Their Pre-Requisites, Dual Enrollment Courses, or Accelerated Learning Opportunities

KSDE encourages high schools to provide access to college-level courses or their pre-requisites, dual enrollment courses or accelerated learning opportunities to their students. To help schools with this, we have for the past two years offered schools the opportunity to help with the costs of student ACT EXPLORE and ACT PLAN assessments. In 2010-2011 we had 306 schools participating impacting 14,406 students. Our numbers for the 2011-2012 year are not completed, but we do expect the same number of participants.

Additionally, Kansas participates in the Advance Placement Incentive Grant program providing the opportunity to increase the number of minority and low income students taking advance placement test by providing funding for these assessments to schools. Through the Advance Placement Incentive Grant we have been able to increase our number of schools offering advance placement (AP) courses by 25% in the last two years. Also, students with a score of 3 or better on the AP exams also increased in these last two year by 7%. The rigorous content and application of knowledge through higher-order skills can only help Kansas further increase students' participation and scores in the AP courses and exams.

In addition, the Kansas State Board of Education, in recognition of the importance of planning for each student's future, approved nine actions on February 13, 2008²⁷ relative to promoting a comprehensive redesign with integration and partnerships. Essentially, the concept was to redefine the delivery model by integrating career/technical and academic standards. One of these actions (#3) states that the Board will "Support implementation of Individual Career Plans of Study for all students in 8th grade and above." KSDE defined this as the development of Personal Plans of Study (PPS) for all Kansas students in 8th grade and above.

To facilitate an efficient and effective model for implementation, KSDE developed a template that helps shape local district decisions. When considering PPS, educators are encouraged to view them

²⁶ <http://www.ksde.org/Default.aspx?tabid=4995>

²⁷ <http://www.ksde.org/Default.aspx?tabid=2213>

as being a process as well as a product. The process of examining self-interest and aptitudes, setting goals, and laying out a plan that will lead toward those goals will serve students long after they have left high school.

The PPS is not only a product, but also a concentrated effort to explore career opportunities that are available and to examine the type of training and aptitudes necessary for any selected career path. With career exploration and careful completion of the PPS components, students should be well on their way to making insightful and purposeful decisions about career goals. The PPS is designed to contain student assessments that reflect his/her abilities, personal interests, and both academic strengths and weaknesses. It should:

1. state the students' career goals and intended postsecondary training;
2. contain a comprehensive 6 year educational plan based on the Kansas Career Clusters Model and Programs of Study, grades 8 through 14; and
3. include any other information that will assist the student in preparing a resume.

Personal Plans of Study are currently not required for students in 8th grade and above. However, the IEP for a student with a disability is required to include transition planning beginning when a child reaches the age of 14. If a school is utilizing the PPS for all students, the PPS and the IEP could/should be one in the same for students with disabilities. Additionally, the components of the PPS should support the development of the IEP. A guide²⁸ to assist schools with the PPS has been made available.

Kansas is expanding its PPS by including it as part of its revised accreditation system, thereby increasing its commitment to its efforts of ensuring that all students will be college-and career-ready.

As our work on CTE alignment with the Kansas Common Core Standards continues, we will be pursuing state articulation agreements across all universities and two-year institutions. Currently our articulation agreements are more regional or local to the university or two-year institution located near the school district. We expect this to begin in 2013-2014 as we have just hired a new assistant director for our CTE group.

Work with IHE and Other Teacher and Principal Preparation Programs

Ensuring that teachers are well-equipped to teach to the Kansas Common Core Standards is paramount. Our Teacher Education and Licensure team is in the process of reviewing its licensure standards. Subcommittees are currently being formed and each subcommittee will take on revising standards for one specific content area. The first licensure standards being reviewed are ELA, mathematics and ESOL. Members of the subcommittee will include three higher education faculty,

²⁸ <http://www.ksde.org/LinkClick.aspx?fileticket=0QS%2Ft1ywU3o%3D&tabid=1799&mid=6454>

three practicing teachers, one administrator, one student, one parent and one KSDE consultant with a TEAL selected chair leading the subcommittee. The Kansas Common Core Standards vision and content will be incorporated into the revised licensure standards in order to ensure that teachers graduating from these programs come out prepared and ready to teach to the Common Core State Standards. Several presentations have been delivered to the Deans of Education and teacher preparation program educators to emphasize the importance of incorporating the Kansas Common Core Standards in their programs at the current time and not wait until the licensure standards are fully revised.

As part of our Smarter Balanced Consortium, an MOU was signed between KSDE and the Kansas Board of Regents to work together to ensure students readiness to college and career courses. Regular meetings to discuss this initiative are in place at the senior management level. Additionally, beginning in December 2011, the KSDE Common Core team began meeting with the Vice President of the Kansas Board of Regents to develop a plan for a concerted effort to bring the Common Core State Standards into the IHE as well as implementation strategies for ensuring students come to college ready to learn and ready for accelerated opportunities. This plan is expected to be completed in July 2012. In the meantime, presentations have been given to the Deans of Instruction about the Common Core Standards and Live Meetings have been held to bring about awareness to this segment of the educational community.

In 2011, a partnership among KSDE, Kansas State University, Kansas Association of School Boards, United School Administrators, Kansas School Superintendents Association and the Kansas Leadership Center named The Kansas Educational Leadership Institute (KELI)²⁹ was initiated. Its purpose is to provide advanced leadership development and mentoring for educational leaders and to collaborate and share resources to support professional growth of educational leaders needed in Kansas schools for the 21st Century.

Also, through the work of the Professional Development Schools (PDS) project, KSDE is ensuring that the Common Core State Standards are being disseminated and utilized to help inform instructional practices and student learning so that the needs of diverse student populations can be met. PDS are typically K-12 schools working in partnership with institutions of higher education. They are learning environments that support the training of pre-service teachers, the professional development of PDS and university faculty, and are committed to improving student achievement. PDS partners are guided by a common vision of teaching and learning which is based on research and best practice.

Kansas is also working on an educator evaluation protocol, Kansas Educator Evaluation Project (KEEP). The Kansas Educator Evaluation Protocol process will:

²⁹ <http://www.ksde.org/LinkClick.aspx?fileticket=6JEvWmFIyoM%3d&tabid=4830>

- serve as a guide to reflect upon and improve effectiveness as an educator;
- guide professional learning and provide opportunities for personal and professional growth as an educator;
- serve as a tool in developing coaching and mentoring programs;
- acknowledge strengths and improve performance;
- align with the achievement of academic, social, emotional and developmental targets for all learners in the school and the district;
- be ongoing and connected to district improvement goals; and
- reflect systems approach that supports professional integrity.

As part of KEEP, a web repository is available to educators for the purpose of depositing evidence/artifacts that will support them in the evaluation process. This repository will help with verification of the effective implementation of the Kansas Common Core Standards and its impact on student learning.

Additionally, weekly meetings have been established between KSDE, The Center for Educational Testing and Evaluation (CETE), and the KBOR to foster collaboration and discussions with regard to the Kansas Common Core Standards. Two immediate needs have developed: 1) a plan of action; and 2) a unified definition for what it is meant in Kansas to be college and career ready.

Consequently, during the months of May and June, staff from both KSDE and KBOR will meet to develop an action plan for the collaborative work that needs to take place. Within the action plan we will determine the various groups within the Institutions of Higher Education that need to be included; Deans of Education, Admissions Officers, and department chairs from both the mathematics and English departments.

Evaluating Current Statewide Assessments, Increasing the Rigor of those Assessments, and Aligning Them to College- and Career-Ready Standards.

Kansas is a lead state in the 29 member Smarter Balanced Assessment Consortium (SBAC). The SBAC is a state-led consortium working collaboratively to develop next-generation assessments aligned to the Kansas Common Core Standards that accurately measure student progress toward college and career readiness. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process to help all students thrive in a knowledge-driven global economy. Kansas is taking an active role to ensure that the assessments

are closely aligned to the Common Core State Standards, rigorous and of high quality. KSDE staff is playing key roles in the process by participating either as members or co-chairs of four of the nine committees that have been formed for the development of the Smarter Balanced Assessment; accommodations, test administration, reporting, and test design. KSDE staff has been working hard to inform educators across the state of the high expectations associated with the Kansas Common Core Standards and the nature of the SBAC assessment. Also, Kansas educators have provided important feedback to inform the development of the assessment and the tools to assist in the transition to these new standards. Plans are in place to ensure that educator engagement will continue over the coming years.

The 2011-2012 and 2012-2013 assessments in mathematics will include a small subset of items aligned to the Kansas Common Core Standards. These items will be inserted into slots previously reserved for pilot items. The items will be combined at the building level and provide buildings with aggregate results on student performance on a small portion of the Common Core standards. Schools will be notified that the items are not items produced by the Smarter Balanced Consortium but rather items written and reviewed by Kansas Educators that are aligned to portions of the Common Core.

The 2011-2012 and 2012-2013 assessments in reading will likewise include a small subset of items aligned to the Kansas Common Core Standards. These items will, however, be accessed by teachers in the Kansas Formative Assessment system. As with mathematics, the items will be combined at the building level and provide buildings with aggregate results on student performance on a small portion of the Kansas Common Core Standards. Schools will be notified that these items are not produced by the Smarter Balanced Consortium but rather items written and reviewed by Kansas Educators that are aligned to portions of the Kansas Common Core Standards.

In 2014-2015, Kansas will begin administering the common assessments that will assess whether students are meeting these college and career ready standards. Not only will the new assessments measure the Kansas Common Core Standards, but they will also incorporate a two-stage adaptive feature. In preparation for these new language arts and reading assessments, Kansas has designed the following transitional assessment plan for all of its assessed content areas:

Transitional Assessment Plan 2011 – 2015**2011 – 2012**

Assessment Type	Content Area	Description	Accountability
General, KAMM, Alternate	Reading	Grades 3-8 and High School (retired Standards), and small subset of items aligned to the Common Core	State and Federal Accountability
	Mathematics	Grades 3-8 and High School (retired Standards), and small subset of items aligned to the Common Core	State and Federal Accountability
	Science	Grades 4, 7, and High School (2005 Standards)	State Accountability
	History/Government	Grades 6, 8 and High School (2005 Standards)	State Accountability
	English Language Proficiency	Grades K-12 (retired Standards)	State and Federal Accountability

2012 - 2013

Assessment Type	Content Area	Description	Accountability
General, KAMM, Alternate	Reading	Grades 3-8 and High School (retired Standards), and small subset of items aligned to the Common Core	State and Federal Accountability
	Mathematics	Grades 3-8 and High School (retired Standards), and small subset of items aligned to the Common Core	State and Federal Accountability
Assessment Type	Content Area	Description	Accountability
	Science	Grades 4, 7, and High School (2005 Standards)	State Accountability
	Writing (including KAMM)	Grades 5, 8 and 11 ³⁰ (2004 Standards)	State Accountability
	(NOTE: The 2013 writing assessment will incorporate for the first time the Kansas Writing and Instruction Evaluation Tool (KWIET). This tool has been developed for the express purpose of assisting Kansas educators with writing and constructed response tasks that are a part of the Kansas Common Core standards. Beginning in 2015 writing will be assessed in Kansas by means of the Kansas Common Core Language Arts Assessment.		
	English Language Proficiency	Grades K-12 (retired Standards)	State and Federal Accountability

³⁰ The Kansas Writing Assessment was not administered in 2011; therefore, all 11th graders will need to be assessed in 2012/2013 to establish a complete cohort. Additionally, because writing will be assessed with the Kansas Common Core English Language Arts and Literacy Assessment beginning in 2014/2015, no non-cohort testing will be available in 2012/2013.

2013 - 2014

Assessment Type	Content Area	Description	Accountability
General Assessments KAMM ³¹ /Alternate ³²	Common Core ELA	administer <i>pilot</i> of the Kansas Common Core ELA Assessment and use for accountability purposes for the first time	State and Federal Accountability
Assessment Type	Content Area	Description	Accountability
	Common Core Mathematics	administer <i>pilot</i> of the Kansas Common Core Mathematics Assessment and use for accountability purposes for the first time	State and Federal Accountability
	Science	Grades 4, 7, and High School (2005 Standards)	State Accountability
	History/Government ³³	Grades 6, 8 and High. School (<i>2012 Standards</i>)	State Accountability
	NOTE: The 2013-2014 History/Government assessment will incorporate constructed-response assessment items. The Kansas Writing and Instruction Evaluation Tool (KWJET) will be adapted to serve in the History/Government assessment as a means of scoring constructed-response items.		
	English Language Proficiency (Pilot)	Administer <i>Pilot</i> ELP Assessment Grades K-12 (<i>2011 Standards</i>)	State and Federal Accountability

³¹ Note: Because we plan on only testing Common Core with the new assessment in 2014-2015, this is the first year that KAMM goes away.

³² Alternate continues as a portfolio assessment given that the DLM test is still being developed and piloted.

³³ Kansas must decide whether in 2013/14 to provide a KAMM assessment for History/Government. This is a state test so we could elect to retain tests for the KAMM population in Writing and History/Government.

2014 -2015

Assessment Type	Content Area	Description	Accountability
General Assessments Alternate	Common Core ELA	administer the Kansas Common Core ELA Assessment	State and Federal Accountability
Assessment Type	Content Area	Description	Accountability
Alternate	Common Core ELA	Dynamic Learning Maps	State and Federal Accountability
General Assessment	Common Core Mathematics	administer the Kansas Common Core Mathematics Assessment	State and Federal Accountability
Alternate	Common Core Mathematics	Dynamic Learning Maps	State and Federal Accountability
	Science	Grades 4, 7, and High School (2005 Standards)	State Accountability
	English Language Proficiency (Pilot)	Grades K-12 (2011 Standards)	State and Federal Accountability

In addition to the high-stakes assessment, Kansas is creating Career and Technical Education “End of Pathway” assessments that will have a direct link to both the Common Core and academic standards and career readiness as defined by the state. To do this, Kansas became a member of the Career Pathways Collaborative³⁴. The Career Pathways Collaborative believes that to remain competitive in a technology-rich, global economy, states must make sure that students leave high school with the knowledge and skills needed for success. Therefore, they have been working to develop the Career Pathways Assessment System (cPass) which offers a way to measure high school students' readiness for post-secondary education or entry into the workforce. Rather than focusing on academic skills alone, cPass also measures the knowledge and skills needed for specific career pathways. With a mix of multiple choice questions, technology enhanced items, and performance based tasks, cPass measures skills both in the classroom and in real-world situations. cPass offers both students and states a valuable tool. Students can use the tests to help them compete in a changing economy. States can use cPass to help ensure a capable and effective workforce for the future.

³⁴ <http://careerpathways.us/>

Kansas believes that the move to multiple measures for student achievement, growth, and gap reduction with accompanying Annual Measurable Measures (AMO's) will dramatically increase the understanding and urgency to work on the individual areas of greatest need while providing a motivated approach that responds to local needs. The key to college- and career- ready standards is in part to connect the systems so students and parents see the connection between K-12 efforts and post-secondary success.

Kansas is also a member of the Dynamic Learning Maps consortium and will be piloting the new alternate assessments that will change how students with disabilities are assessed and taught. Guidance documents and professional development are being prepared to help with the transition to this new assessment process.

Kansas Transition Plan for Kansas Assessment of Modified Measures (KAMM) to Smarter Balances Assessment Consortium (SBAC)

Kansas began the transition to the new Smarter Balance Assessment Consortium (SBAC) assessment for students who currently take the Kansas Assessment of Modified Measures (KAMM) after the adoption of the Common Core State Standards (CCSS) by the Kansas State Board of Education (KSBE) during the Fall, 2011. In order to transition from the KAMM to the SBAC assessment the focus will need to be on how to increase the skills of teachers so instruction reaches the rigor necessary to make the transition.

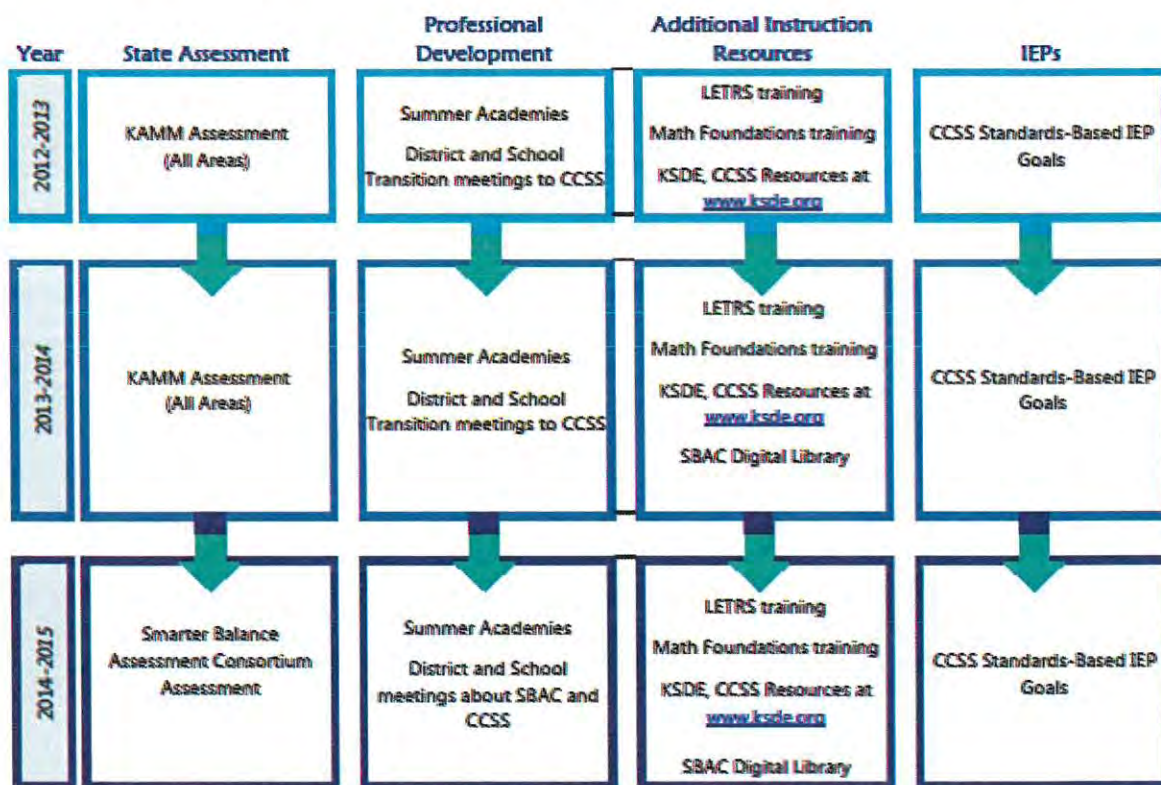
The Kansas State Department of Education (KSDE), Technical Assistance Systems Network (TASN), convened two groups of experts from across the state, including KSDE content experts from the Career Standards and Assessment Team to create professional development on the CCSS in reading and math. The math group developed math foundations training that will give educators the foundational skills they will need to implement the math CCSS. The Literacy group has worked to coordinate reading instructions. Teachers will focus instruction on reading, writing, writing, speaking, listening and research. Professional development continues on standards based IEP goals in order for goals to be based on CCSS.

Six summer academies in 2011 were conducted to prepare teachers for the transition to the CCSS. Teachers were instructed there are one set of standards and all students, including students who take the KAMM. During the summer 2012, six summer academies focus on the implementation of the CCSS instruction in the classroom which includes students who take the KAMM. These summer academies will continue to help all teachers make the transition to the CCSS.

The Kansas Enhanced Assessment Grant (EAG) with Ohio and North Carolina focuses on the Survey of Enacted Curriculum (SEC). The purpose of the EAG is to have teachers review instruction in relationship to the CCSS for students with disabilities. Through the Kansas EAG State

Consortium Grant, CCSSO provided assistance to KSDE for analyzing the alignment between current Kansas state assessments and modified assessments. The SEC methodology and framework are used to analyze these state documents for degree of content alignment and, also, analyze current state assessments, standards, and classroom instruction to the Common Core State Standards. Smarter Balanced Assessment Consortium (SBAC) assessment will be an adapted online assessment that contains a variety of accessibility options to benefit all students including students with disabilities and will be available in the school year 2014-2015. SBAC is using Universal Design for Learning (UDL) and accessibility features such as audio read-aloud, text magnification and highlighting.

Transition Plan from KAMM to SBAC



KSDE 06/19/2012

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A ☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	Option B ☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	Option C ☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)
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Option A:

Kansas belongs to the Smarter Balanced Assessment Consortium (SBAC) that is developing new assessments for English language arts and mathematics based on the Common Core State Standards. SBAC is made of workgroups comprised of state department employees of member states that are

developing the Race to the Top (RTTT) grant assessment. Kansas has four employees on workgroups and one employee that is the co-chair of the Accessibility and Accommodations workgroup.

In addition, Kansas belongs to the Dynamic Learning Maps (DLM) consortium which has thirteen member states. DLM was awarded a grant from the U.S. Department of Education to develop an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) based on Common Core State Standards.

Refer to Attachment 6 for a signed copy of the Document of Commitment with the Smarter Balanced Assessment Consortium. In addition, an update on the Dynamic Learning Maps development is included. Finally, the Common Core Assessment Transition Plan for Kansas is provided. This indicates which assessments are being administered from 2012-2015.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

In order to ensure Kansas students are college and career ready by the time they leave high schools, the Kansas State Department of Education is designing a differentiated system of recognition, accountability and supports. This system will lead to increased student achievement and a decrease in the achievement gap by improving the quality of instruction for all Kansas students. The Kansas State Department of Education's (KSDE) state-based system of differentiated recognition, accountability and support system includes all the required components listed in Principle 2:

- Kansas established new ambitious but achievable Annual Measurable Measures (AMOs) which will be in effect with the 2012-2013 school year for all student groups, schools, districts and the state. The reading and mathematics AMOs provide meaningful goals to guide improvement efforts by focusing on achievement, growth, reducing achievement gaps, and increasing proficiency (Further explanation is provided below and in section 2B). In addition, Kansas will continue with its currently approved goal and targets for the 4-and 5-year adjusted cohort graduation rate. Kansas continues to emphasize improving the learning of all students. To ensure this emphasis is maintained, achievement, growth, gap, proficiency, and graduation data are calculated and publicly reported for the various student (subgroups) groups when a particular group has at least 30 members. By continuing to disaggregate data, performance issues for any one group will be identified so that they can be addresses.
- Achievement is measured through the Assessment Performance Index (API). The Kansas State Board of Education, the Kansas Commissioner of Education and the field are adamant that the API acknowledge and give credit for each of the five performance levels on the Kansas assessments. Different points are awarded to each performance level. To ensure that higher performing students do not mask the performance of underachieving students in the Assessment Performance Index, business rules establishing limitations are explained in 2B. This is very similar to the Standard of Excellence which Kansas has used for numerous years.

- Title I Reward Schools will be identified annually beginning in 2011-2012 using achievement and progress. Recognition and incentives will be provided as outlined in section 2C Reward Schools.
- Title I Priority Schools will be identified annually beginning in 2011-2012 and the KSDE will provide technical assistance to districts with identified schools ensuring meaningful interventions aligned with the turnaround principles are implemented. The methodology for identifying and exiting Priority Schools and recommended interventions are provided in section 2D Priority Schools. The priority schools that are also School Improvement Grant (SIG) schools will implement interventions in 2012-2013. All other priority schools will use 2012-2013 as a planning year with implementation of interventions beginning in 2013-2014. Title I Focus Schools are those with the greatest achievement gaps. The KSDE has developed the methodology for identifying and exiting them from Focus School status. Focus Schools will be identified beginning in 2011-2012. Interventions based on the needs of the school will begin implementation in 2012-2013 as outlined in section 2E Focus Schools.
- For other Title I schools not making progress in improving student achievement, narrowing achievement gaps, showing growth, reducing the percentage of non-proficient students, or reaching the graduation rate targets or goals supports and incentives will be provided to ensure continuous improvement. Refer to section 2F Providing Incentives and Supports for Other Title I Schools. These schools will be identified in 2012-2013.
- To ensure sufficient support and assistance is available to all identified schools and districts, the Kansas State Department of Education is redesigning its current technical assistance structures including KSDE teams, the Kansas Learning Network (KLN) and the Technical Assistance Systems Network (TASN). Through collaborative efforts, capacity will be maximized.

The Kansas State Department of Education (KSDE) is committed to ensuring that all schools have sufficient support and assistance available. Technical assistance structures are evaluated and refined on an ongoing basis to ensure supports and services are aligned with district needs. The KSDE has actively worked to emphasize a capacity-building approach within the state as support has been provided to Kansas educators. Teams across KSDE have promoted best practices and have learned from the initiatives undertaken. This learning has been applied to the refinement of technical assistance resulting in better cohesion and efforts that will result in long term sustainability. The KSDE now provides numerous resources available to all school districts to support school improvement including guidance, tools, training and technical assistance.

The Kansas Technical Assistance System Network (TASN) provides one stop access to support for districts across Kansas. At any time, from anywhere, a KSDE customer can simply select the

“request support” button at www.ksdetasn.org, describe the support that is being sought, and submit the request. The TASN coordinator then refers the request to the technical assistance provider and/or service that most closely aligns with the requested support. TASN supports are designed to be delivered at varying levels of intensity based on district need. Therefore, in addition to the request system, TASN also provides supports (e.g. workshops, training, individual district consultation and follow up) that districts may be invited to or required to attend depending on the level of support identified in the District Needs Assessment (DNA) which will be conducted with districts that have schools identified as Priority Schools or Focus Schools. In addition to the development of these and many other resources available online at www.ksde.org, the KSDE has been actively engaged in building the capacity of educators to successfully engage in school improvement activities. The KSDE has involved stakeholders at all levels in school improvement, providing experiences for Kansas educators ranging from participation in needs assessments, data analysis, improvement planning and training in interventions. Further, the KSDE has partnered with educational service centers and contractual partners within Kansas as well as other states to ensure that school improvement experts are readily available to all districts in the state. For example, the Kansas Learning Network involves partnering with Cross and Joftus who helped design and facilitate the District Needs Assessment and the Classroom Observation Protocols. In addition, implementation coaches are often employees of educational service centers. KSDE contracts with the service center for that employee’s time to serve as an implementation coach. The KSDE School Integrated Innovation Coordinator will convene the Kansas Integrated Innovation Team (KIIT) which is the state level team that works directly with districts to use the DNA data to develop and implement District and School Action Plans. The KIIT will utilize supports from the above providers to provide technical assistance.

Kansas educators are committed to ensuring that students learn at high levels. By moving the accountability emphasis away from a single percent proficiency score to looking at results in a variety of ways, educators will focus more on learning for all rather than those closest to the next performance level. The shift from meeting an annual target (annual measurable objective) to ensuring students are college and career ready is key to the future of Kansas students.

As we transition to a new system of accountability, it is imperative that teachers, parents and other stakeholders understand the system including what changes and what remains the same as well as what the potential implications are. To assist with that understanding and to ensure transparency, KSDE will develop fact sheets, power point slides, talking points, and other relevant documents. A workgroup which includes teachers, parents and other stakeholders will assist in the development of those items and provide feedback in order to make sure that the information is understandable. KSDE will host webinars, send information via listservs, make presentations to numerous entities and at a variety of venues and post information on its website.

Theoretical Orientation

At deeper philosophical and theoretical levels, the proposed changes to the accountability system in Kansas are being influenced by two bodies of research:

1. More successful, and less punitive, views of human motivation and institutional change have been developed. Kansas' Multi-Tier System of Supports (MTSS) is designed to align “the goals of reform and the intrinsic motivation of participants.”³⁵ Moreover, Kansas has a long tradition of partnership and collaboration between the Kansas State Department of Education, the districts, and the schools. Pink reinforces this approach by explaining how complex social tasks—like educating children—require goodwill, collaboration, and the autonomous problem solving of highly-trained professionals.³⁶ This proposal outlines broad goals in academic achievement, academic growth, gap reduction, and non-proficiency reduction. But the complex choices to be made within these broad goals, and the local means to do so, are mostly left in the hands of districts, administrators and educators.
2. International comparisons are identifying the most important systems components in successful educational reform. Sahlberg,³⁷ Tucker,³⁸ as well as McKinsey researchers,³⁹ have pointed out that countries like Finland that have been successful in reforming their systems and boosting student outcomes to the highest international levels have not placed primary emphasis on accountability and assessments, but have focused on system reforms like selecting, training and keeping the most talented individuals as educators. Thematically, one will find that this waiver proposal recognizes the importance of student academic achievement, but does so within a broader framework for system reform. MTSS and the new college and career ready standards and assessments are components in this larger reform framework.

³⁵ Fullan, Michael (2011). Seminar series 204: Choosing the wrong drivers for whole system reform. Melbourne, Australia: Centre for Strategic Education.

³⁶ Pink, D.H. (2009). *Drive: The Surprising Truth About What Motivates Us*. New York, NY: Riverhead.

³⁷ Sahlberg, Pasi (2011). *Finnish Lessons: What Can the World Learn From Educational Change in Finland?* New York: Teachers College Press.

³⁸ Tucker, M.S. (2011). *Surpassing Shanghai: An Agenda for American Education Built on the World's Leading Systems*. Cambridge, MA: Harvard Education Press.

³⁹ Barber, M. and Mourshed, M. (2007). How the world's best-performing school systems come out on top. McKinsey.

http://www.mckinsey.com/client/service/Social_Sector/our_practices/Education/Knowledge_Highlights/Best_performing_school.aspx

Accountability and AMOs

The ESEA Flexibility Request offers states an opportunity to build on what was learned during the last ten years of accountability. While there were several policy successes brought about by No Child Left Behind (NCLB), feedback from educators and administrators have identified several design problems, too. One problem was the arbitrariness of the adequate yearly progress (AYP) goals. KSDE has designed flexible annual measurable objectives (AMOs) based on the known behavior of whole population distributions and historical rates of score improvement. The proposed AMOs ensure continuous improvement and increased student achievement rather than focusing on a single annual target which schools and districts must meet to demonstrate adequate yearly progress. To accomplish this, KSDE sought stakeholder input to design multiple measures of accountability to identify, differentiate, and support schools and districts. The assessment results will be calculated separately for reading and mathematics and displayed in four ways:

1. Academic performance (achievement);
2. Academic growth
3. Gap reduction; and
4. Reduction in Non-Proficient.

As a result of having the data available in numerous ways, strengths and issues will be identified. Educators will now focus on not only increasing performance but also addressing achievement gaps and growth. In addition to assessment results, accountability continues to include graduation rates and participation rates in state assessments.

Component 1: Achievement Measures

Two psychometricians on the Kansas Technical Advisory Committee, Paul Holland⁴⁰ and Robert Linn,⁴¹ have demonstrated that the use of the Percentage of Proficient Students leads to distorted pictures of student academic progress, trends, and gaps. After demonstrating how these distortions led to shortcomings in policy and practice, Andrew Ho convincingly argued for distribution-wide measures “for any serious analysis of test score data, including ‘growth’-related results.”⁴²

Since the enactment of No Child Left Behind (NCLB), Kansas schools have made significant progress in advancing students not only across the proficiency line, but into the highest two

⁴⁰ Holland, Paul (2002). Two measures of change in the gaps between the CDFs of test-score distributions. *Journal of Educational and Behavioral Statistics*, 27, 3-17.

⁴¹ Linn, Robert L. (2007). Validity of inferences from test-based educational accountability systems. *Journal of Personnel Evaluation in Education*, 19, 5-15.

⁴² Ho, Andrew (2008). The problem with “proficiency”: Limitations of statistics and policy under No Child Left Behind. *Educational Researcher*, 37, 6, 351-360.

performance levels. As of 2011, 84 percent of Kansas schools were making AYP, and about 60 percent of all Kansas students, in both reading and math, had tested into the two highest proficiency levels. While significant progress has been demonstrated, some subgroups may be disproportionately moving into the highest performance levels, while others have crossed the proficiency line but are not advancing any further.

To solve these problems, KSDE developed an *Assessment Performance Index* (API) that rewards schools for moving any and all students to higher proficiency levels, and captures the whole distribution of student performance.

Table 1

An example of calculating the *Assessment Performance Index* (API) for a small school:

performance level	points per test	# of tests	total points
exemplary	1000	15	15,000
exceeds standard	750	22	16,500
meets standard	500	20	10,000
approaching standard	250	7	1,750
academic warning	0	2	0
totals		66	43,250
Assessment Performance Index = $43,250 \div 66 = 655$			

The API is calculated by assigning points to each of the top four proficiency levels in fixed and equal increments of 250 points. At the lowest performance level, no points are awarded. The school can earn up to 1,000 points for each student who advances from the lowest proficiency level to the highest proficiency level. The increments are uniform so that there are no incentives to focus exclusively on those students at the threshold of proficiency, while neglecting those at the very bottom and the very top. Schools are rewarded for maintaining students at the highest levels possible.

KSDE defined ambitious but achievable AMOs for achievement based on a retroactive examination of twelve years of API data. As with graduation targets and goals, academic performance bands were defined to place the highest demand for improvement from the lowest performing schools.

Whole population distributions based on assessments eventually reach equilibrium. As a result, Kansas has designed its system of accountability to recognize natural plateaus and avoid two common mistakes:

1. expecting the unrealistic movement of the whole distribution of student skills above an arbitrary mark, and
2. identifying schools as high or low performers based on natural variation around a mean.

When a natural plateau is reached, schools falling within two standard deviations of the All Students mean will be meeting the AMOs for achievement. If system reforms lead to new, upward movement in student achievement, then the distributed AMOs will be activated again.

Component 2: Gap Reduction Measures

Achievement gaps in Kansas will be identified by comparing building and district performance against a state benchmark. Both building and district performance and state benchmarks will be calculated using the Assessment Performance Index (API), as mentioned in the previously section on Achievement Measures. Gap calculations will be performed separately for math and reading.

State benchmarks for math and reading are based on the building scoring at the 70th percentile on the API. We determined that the 70th percentile is an ambitious but demonstrably achievable level of performance for all buildings and districts. This benchmark is then compared to the API score for each building and district's lowest performing 30 percent of students. The difference between the state benchmark and the lowest performing 30 percent of students in each building can then be ranked and used to identify those schools which have the most pronounced state-level achievement gaps. Similar rankings can be produced when comparing the state benchmarks to district-level API scores. A similar gap analysis –one combining reading and math-- will be used to identify Focus Schools (see section 2.E).

One benefit of the proposed gap calculation is that it provides each building and district with a customized Gap AMO. This way, buildings and districts know the progress they must make each year. Gap AMOs will encourage schools and districts to reduce their achievement gap in half over the course of six years.

The transparency of subgroup performance is a welcomed achievement of No Child Left Behind (NCLB). Implications of this transparency are that lower-performing students could be counted against a school's performance multiple times and larger and more diverse schools and districts have been subject to a higher risk of being labeled failures while in smaller schools, for lack of sufficient numbers to make a subgroup, lower-performing students could be overlooked by NCLB.

One of KSDE's policy goals is to reduce the stigma sometimes attached to subgroups when a particular subgroup appears responsible for a school or district's failure to make AYP. For this

reason, KSDE chose to use focus its Gap AMO on the achievement gap closure of the lowest performing students in each building, regardless of subgroup status. This decision allows all schools to focus attention on their achievement gap, because it is a metric applicable to every school. At the same time, one of the important advances of NCLB was the reporting of subgroup performance. So that this advance is not lost, KSDE will report achievement gaps for all identifiable subgroups at the building and district level.

Setting Gap AMOs using the lowest performing 30 percent of students increases the percentage of schools able to report subgroup performance. Data modeling of the Gap AMO compared to traditional AYP calculations suggest, on average, a 10 percent increase in the percentage of buildings able to report their subgroup performance (see Table 2). The Gap AMO not only holds more schools accountable for their subgroups, but does so in a more equitable manner by focusing attention on each building's lowest performing students.

Percentage of Kansas Schools Able to Report Subgroup Performance Based on AYP and the Proposed Gap AMOs.

Table 2

	Average	Multi-Racial	American Indian	Asian	African American	Native Hawaiian	White	Hispanic	ESOL	Free & Reduced Lunch	Students w/ Disabilities
GAP AMO	35.8%	17.8%	17.7%	10.4%	27.1%	0.1%	93.5%	36.9%	20.4%	81.5%	52.8%
AYP	25.4%	6.9%	8.8%	4.0%	16.6%	0.1%	88.5%	23.6%	14.5%	68.7%	22.4%

Note. Percentages are reported as frequencies can be misleading due to differences in the calculation methods between AYP and Gap AMO.

The following tables show the number of buildings that would be held accountable for the gap AMO using the lowest performing 30% of the students and the number that would be held accountable using the traditional subgroups. Table 3 illustrates reading and Table 4 math.

Table 3

Reading											
Gap AMO - Buildings Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	1,134	294	1,299	526	1,286	2	383	150	252	253	1,299
%	87%	23%	100%	40%	99%	0%	29%	12%	19%	19%	100%
Gap AMO - Students Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	101,091	17,454	229,121	31,315	194,512	71	19,573	4,409	11,104	7,652	229,121
%	98%	87%	100%	89%	100%	8%	86%	59%	72%	64%	100%
AYP - Buildings Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	929	196	1,223	321	1,197	1	225	53	119	94	1,223
%	76%	16%	100%	26%	98%	0%	18%	4%	10%	8%	100%
AYP - Students Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	98,498	16,126	228,080	27,877	193,395	46	16,483	2,557	8,619	4,617	228,080
%	94%	76%	99%	77%	99%	5%	72%	33%	55%	37%	99%
Increase Number of Buildings Held Accountable for Subgroups by Using Gap AMO											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	205	98	76	205	89	1	158	97	133	159	76
%	11%	7%	0%	14%	1%	0%	11%	7%	10%	12%	0%
Increase Number of Students Held Accountable for Subgroups by Using Gap AMO											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	2,593	1,328	1,041	3,438	1,117	25	3,090	1,852	2,485	3,035	1,041
%	4%	10%	1%	12%	1%	3%	14%	26%	18%	26%	1%

Table 4

Math											
Gap AMO - Buildings Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	1,134	291	1,298	525	1,287	2	383	150	252	253	1,298
%	87%	22%	100%	40%	99%	0%	29%	12%	19%	19%	100%
Gap AMO - Students Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	100,552	17,346	228,522	31,141	194,007	70	19,450	4,424	11,015	7,600	228,522
%	98%	86%	100%	89%	100%	8%	86%	60%	72%	64%	100%
AYP - Buildings Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	932	197	1,221	319	1,199	1	224	55	119	92	1,221
%	76%	16%	100%	26%	98%	0%	18%	5%	10%	8%	100%
AYP - Students Held Accountable for Subgroups											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	98,026	16,096	227,457	27,668	192,918	46	16,330	2,630	8,558	4,532	227,457
%	94%	77%	99%	77%	99%	5%	71%	34%	55%	37%	99%
Increase Number of Buildings Held Accountable for Subgroups by Using Gap AMO											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	202	94	77	206	88	1	159	95	133	161	77
%	11%	6%	0%	14%	1%	0%	11%	7%	10%	12%	0%
Increase Number of Students Held Accountable for Subgroups by Using Gap AMO											
	FRL	ELL	SwD	Hispanic	White	Native Hawaiian	African American	Asian	American Indian	Multi-Racial	All Students
N	2,526	1,250	1,065	3,473	1,089	24	3,120	1,794	2,457	3,068	1,065
%	4%	10%	1%	12%	1%	3%	15%	25%	18%	27%	1%

Component 3: Student Growth Measures

To measure student academic improvement over time, KSDE has selected the Student Growth Percentiles (SGPs) model. It was developed by Damian Betebenner and adopted by Massachusetts, Wisconsin, Colorado and several other states.^{43, 44, 45} SGPs offer several advantages over other growth models.

1. The model maps each student's academic trajectory on state assessments like a pediatrician maps an infant's physical growth on a height and weight chart. Teachers can share these charts with parents in discussions about how each student is progressing relative to his or her peers.
2. The model uses percentiles, which are widely understood, and
3. It offers more realistic year-to-year goals for each student.

Individual results can also be collected and ranked to show the relative improvements of a grade, cohort, school, or district. Per Betebenner's instructions, the median student record is selected as representative of a school or district's rate of growth. These representative rates can then be used to compare the relative ability of each school or district to cultivate academic improvement.

Based on the SGP model, Kansas has established a Growth AMO target that requires schools to fall within the top half of the distribution of all school growth medians in order to meet the AMO target. By definition, this means that only half the schools will meet the yearly growth goal.

Component 4: Reducing Non-Proficient Measures

The goal of the Reducing Non-Proficient AMO is to help schools chart their progress towards reducing the number of non-proficient students. The objective of the Reducing Non-Proficient AMO is to reduce the percentage of non-proficient (Academic Warning and Approaches Standard performance levels on state assessments) students by half in annual increments spanning 6 years. For each building, district, and the state of Kansas, separate proficiency AMOs will be reported for the All Students group and all identifiable subgroups. Reducing Non-Proficiency AMOs will also be

⁴³ Betebenner, D. W. (2007). Estimation of student growth percentiles for the Colorado student Assessment program. Retrieved in June 1, 2010 from:
http://www.cde.state.co.us/cdedocs/Research/PDF/technicalsgppaper_betebenner.pdf.

⁴⁴ Betebenner, D. W. (2008). Toward a normative understanding of student growth. In Ryan, K. E. and Shepard, L. A., editors, *The Future of Test-Based Educational Accountability*, pages 155–170. Taylor & Francis, New York.

⁴⁵ Betebenner, D. W. (2009). Norm- and criterion-referenced student growth. *Educational Measurement: Issues and Practice*, 28(4):42–51. Colorado Department of Education, 2009.

reported separately for reading and math assessments. To maintain statistical reliability, only subgroups with an *N* size equal to or greater than 30 will be reported.

Building-level percent at proficient or above, for the All Students group and identifiable subgroups, will be aggregated across all tested grades within a building. Building-level Reducing Non-Proficient AMOs will be calculated by subtracting a building's rate of proficiency from one. This difference value will be divided in half; the resulting quotient will be divided again by six. The result is the percentage of additional students that must attain proficiency in order for a building to make its Reducing Non-Proficient AMO. This methodology ensures that each building has a customized Reducing Non-Proficient AMO for each student group. These customized AMOs further ensure that student groups that are less proficient (i.e., further behind) demonstrate larger annual progress toward proficiency. Similar Reducing Non-Proficient AMOs will be set for districts and for Kansas.

Conclusion

In conclusion, by establishing rigorous AMOs focusing on academic performance, gap reduction, growth, and non-proficiency reduction, schools will focus their efforts on at least one to make real and sustained progress. Because all four calculations are dimensions of the same state assessments, it's expected that progress in one AMO will lead to progress in the others. The proposed Kansas State Department of Education's state-based system of differentiated recognition, accountability, and support system is dynamic and sets in motion continuous improvement for all schools and districts.

Figure 1 - Draft Report of Annual Measurable Objectives illustrates how the annual measurable objectives (AMOs) for increasing achievement, improving growth, closing the gap and reducing non-proficient might be displayed for each school and district. The actual reports will include student subgroups when a particular subgroup has an *n*-size of thirty students or more. This will include reporting of the four AMOs based on state assessments, participation rates and graduation rates.

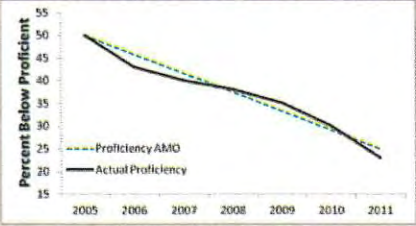
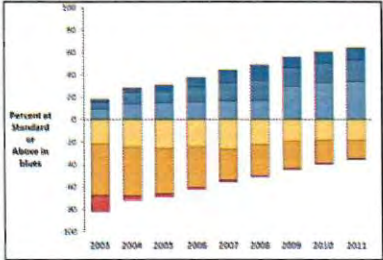
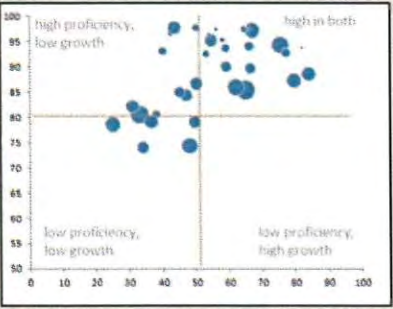
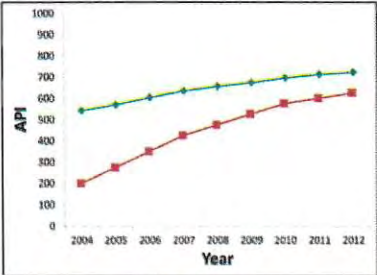
School Year 20XX School: ##### Grade Levels: _8-12_ USD #: _D0### Enrollment: _____ _### _____ Address: _____	Multiple Measures Summary * Show Subgroups ☐ Yes ☐ No * Participation Rate _____ * Attendance Rate _____ * Graduation Rate _____ * % Below Proficient Math _____ * Growth Math _____ * % Below Proficient Reading _____ * Growth Reading _____ * API score Math _____ * Ach. Gap Math _____ * API score Reading _____ * Ach. Gap Reading _____																								
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Figure 1 - Draft Report of Annual Measurable Objectives

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A ☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and Focus Schools.	Option B ☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and Focus Schools, it must: a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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Option A

Currently, the achievement and gap measures used to identify Reward, Priority and Focus Schools, are all based on state reading and mathematics assessments. (In the future, Kansas plans to include other assessed subjects in the calculation of the Assessment Performance Index.) The API is used as an achievement measure and in the calculation of performance gaps.

In addition to state assessment results, the 4- and 5-year adjusted cohort graduation rate data is included in the differentiated recognition, accountability and support system and is considered in identifying Focus and Priority Schools.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A ☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	Option B ☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	Option C ☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)
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Option C, New AMOs

During this time of transition to new college- and career-ready standards and the next generation of assessments, the Kansas State Department of Education (KSDE) welcomes the opportunity to use assessment results in innovative and multidimensional ways. The move to a new system, however,

takes time to implement and to develop all the web-based tools and reports for verifying the data and new calculations. As a result, the KSDE proposes a two-step process:

AMOs for 2012

In the first step, Kansas requested a waiver and received approval on May 10, 2012 from the Secretary of Education regarding the 2012 annual measurable objectives (AMOs) for determining adequate yearly progress (AYP). Kansas requested permission to use the 2011 AMOs rather than the 2012 AMOs as approved in the Kansas Accountability Workbook when calculating AYP results in 2012. Other than maintaining the same AMOs in reading and mathematics, no changes will be made this year in the formula. The participation rate on state assessments is still 95% and the other indicators are attendance at the elementary and middle school level and graduation rate at the high school level.

Table 5

**2012 Annual Measurable Objectives (AMOs)
(AYP Targets)**

	2011	Original 2012	Approved 2012
K-8 Reading	87.8%	91.9%	87.8%
9-12 Reading	86.0%	90.7%	86.0%
K-8 Mathematics	86.7%	91.9%	86.7%
9-12 Mathematics	82.3%	88.2%	82.3%

AMOs for 2013 and Beyond

The second step will be implemented in 2012-2013 for all Kansas schools, districts and the state. Kansas wants to build a system that:

- Accurately identifies those schools in which students are persistently not improving
- Credits schools for all student gains (growth)
- Credits schools for the gains they have made over time
- Ensures lowest performing students are improving while the higher performing students continue to improve.

As a result, adequate yearly progress (AYP) will not be determined beginning in 2012-2013. Rather, the emphasis will shift to making Annual Measureable Objectives (AMOs) centered on: improving achievement, increasing growth, closing achievement gaps, reducing non-proficiency, and increasing graduation and participation rates and the interventions that improve student learning. KSDE believes the new AMOs are ambitious and achievable. Additionally, providing different ways of looking at the same assessment data will allow schools to view performance multi-dimensionally. This, in turn, will encourage schools to focus on students being on track to be college- and career-ready.

Annual Measurable Objectives (AMOs) are established for the following:

1. Achievement using the Assessment Performance Index:

Achievement is measured through the Assessment Performance Index (API). The Kansas State Board of Education, the Kansas Commissioner of Education and the field are adamant that the API acknowledge and give credit for each of the five performance levels on the Kansas assessments. Different points are awarded to each performance level. To ensure that higher performing students do not mask the performance of underachieving students in the Assessment Performance Index, business rules establishing limitations and additional information on the API are explained later in 2B. This is very similar to the Standard of Excellence which Kansas has used for numerous years. The AMO is not a single score that applies to everyone. Rather, the AMO is dependent upon which quartile the school's API results fall into. For example, if a school's API is in the top 25% and less than 5% of its students are below Meets Standard (proficient), then the AMO for that school increases its API mean by 2 points.

2. Growth using the Student Growth Percentile Model:

To achieve the annual growth AMO, a school must have a median student growth score that meets or exceeds those of half the schools in the state. By definition, this means that only half the schools can make the yearly growth goal. KSDE's reasoning is that a school must show median-or-better growth to qualify as making the growth AMO.

3. Gap using the Assessment Performance Index:

Schools will be held accountable for closing their achievement gap by focusing attention on the performance difference between their lowest performing students and state benchmarks. Gap AMOs are specific to the performance of each building, with buildings further behind having larger AMOs. To make the gap AMO, a building must decrease in annual equal increments half the gap distance between the lowest performing 30 percent of students and state benchmark by the 2016-2017 school year. Refer to section 2B Reducing the Gap AMO.

4. Proficiency using a Reduction in the Non-Proficient Performance Levels:

Schools will be held accountable for reducing the percentage of non-proficient students in half by annual increments spanning six years. Reducing the Non-Proficient AMOs will also be set for all identifiable subgroups at the building-, district-, and state-level. Separate AMOs will be set for reading and math assessments.

5. Participation rate in state assessments using same rules and goals as stated in the approved Kansas Accountability Workbook:

The expectation in Kansas is that ALL students in the grades with state assessments will participate in those assessments. The AMO for participation rate is 95%. The state

accreditation system known as Quality Performance Accreditation (QPA) also has a requirement of 95% participation on state assessments. If a school misses the participation rate target for two consecutive years, its accreditation status becomes *Accredited on Improvement*. This applies to the All Students group and all applicable student groups. Eventually, a school could become *Conditionally Accredited* or *Not Accredited*.

6. Graduation using the 4-Year and 5-Year Adjusted Cohort Graduation Rates rules, goals and targets as stated in the approved Kansas Accountability Workbook:

The four-year and five-year adjusted cohort graduation rates will be used for the annual measurable objectives (AMOs). If a school does not meet the goal or targets for the 4-year adjusted cohort graduation rate, it must meet the 5-year goal or targets to make the AMO. The graduation goal is 80%. If a school is below that goal, it must meet the expected target to meet the AMO. Following are the expected targets:

- If a school's rate is 80% or above, the AMO is met.
- If the rate is at least 50% but less than 80%, the AMO is a 5% improvement over last year's rate.
- If the rate is at less than 50%, the AMO is a 3% improvement over last year's rate.

Just as QPA requires a participation rate, it also has graduation rate requirements that coincide with the graduation rate goals and targets as approved in the Accountability Workbook. If a school misses the graduation goal or targets for two consecutive years, its accreditation status becomes *Accredited on Improvement*. This applies to the All Students group and all applicable student groups. Eventually, a school could become *Conditionally Accredited* or *Not Accredited*.

The AMOs relating to state assessments will be calculated separately for reading and mathematics and include not only the All Students group but also all applicable disaggregated student groups required by ESEA. These student subgroups will be included when their membership is thirty or more. The graduation and participation AMOs will likewise be disaggregated and reported for all applicable student subgroups.

Achievement AMOs

Rather than focusing on just the percent of students at proficient or above, Kansas will use a point scale called the Assessment Performance Index (API). Except for the lowest level, each performance level is assigned a point value; there are five performance levels on the Kansas assessments. Schools are rewarded for each student that moves to a higher level of proficiency, which creates an incentive to help each student to advance to the highest proficiency level possible. For each assessment category in which a student advances, a school gains 250 points. The points from all students are then divided by the total number of students. Table 6 provides a small-school example of the API.

Table 6

Assessment Performance Index (API)

performance level	points per test	# of tests	total points
exemplary	1000	15	15,000
exceeds standard	750	22	16,500
meets standard	500	20	10,000
approaching	250	7	1,750
academic warning	0	2	0
totals		66	43,250
Assessment Performance Index (API) = $43,250 \div 66 = 655$			

For Kansas, a whole distribution measure is especially important. Over the last decade, Kansas schools have been moving students over the proficiency line and into higher levels of performance. Now, for both reading and math, about 60 percent of Kansas students are scoring in the top two of five performance categories. Only a whole distribution measure will credit and reward Kansas schools for this continuing effort to move each student to the highest level of performance possible. At the same time, with only about 12 and 14 percent of Kansas students below proficiency in reading and math in 2011, a growth-to-standard measure offers little recognition and only a small possible margin of improvement. It will not encourage the continuing movement into the higher levels of proficiency. Figure 2 provides an example of the advance of Kansas students into the higher performance levels.

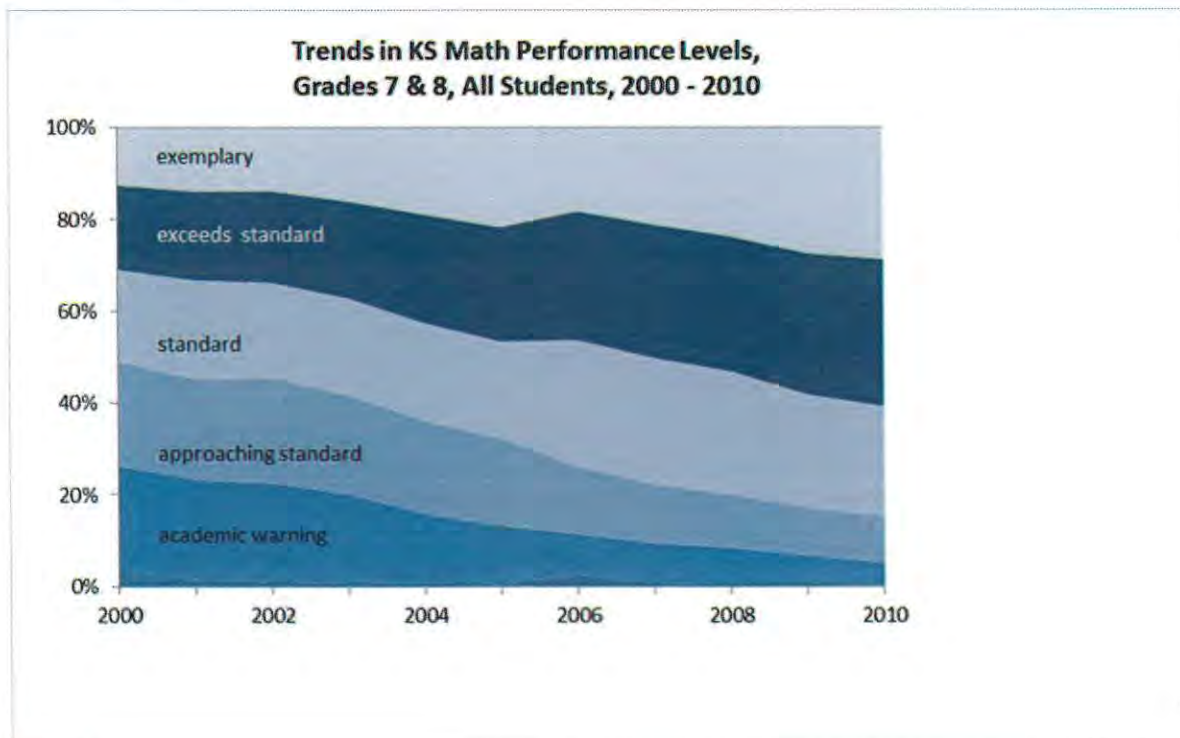


Figure 2

Why did Kansas schools work hard to move students to these higher levels? The API is a more transparent version of another measure with which Kansas schools are very familiar: the Standard of Excellence (SOE) has been used in Kansas for more than a decade to identify high achieving schools (see specifications of the Standard of Excellence in Appendix B). Based on a regression formula developed by the Center for Educational Testing and Evaluation at the University of Kansas, the Standard of Excellence set maximum and minimum percentages of students for all five assessment performance categories in both reading and mathematics. No more than a strictly limited percentage of students could be in the academic warning category, or the approaching standard category—the two categories below proficiency. Higher percentages were required in the three higher performance categories. Kansas schools were very responsive and strove to not only move students over the AYP proficiency line, but into the higher performance levels. By 2011, 829 schools out of roughly 1,300 schools had achieved the Standard of Excellence in mathematics and 955 in reading. The API builds on this experience and the field's familiarity with a whole distribution measure, but with greater transparency to teachers and administrators than the regression formula of the Standard of Excellence.

Like many natural phenomena, student achievement can be described by a normal curve. Broad improvements in knowledge and skills across a whole population are manifested as a movement of this whole normal distribution to the right. A more compressed range, or reduced spread, in this distribution would indicate reduced variation between students—in other words, a reduction in the gaps between students. In terms of statistical descriptions, policy makers want to see the knowledge

and skills of all students move to the right, and they want to see the variation between students and schools narrow and the peak of the distribution move upward. There are many measures used to compare student performance on state, national, and international tests—proficiency percentages, mean scores, and growth measures—but really all are different views and slices of the whole population’s knowledge and skill distribution. The fullest statistical picture of broad-based student improvements in skills and knowledge are pictures of the whole normal distribution of students’ skills, at all proficiency levels, over time.⁴⁶

A student’s score incorporates a host of influences—the student’s developmental history, whether she had a good breakfast the morning of the test, the level of difficulty and design of the assessment, the skills of her teachers, and her own engagement and effort. If one examines assessments that have long histories and whole population distributions, like NAEP, or IQ tests, one sees that there are limits to moving a whole population curve upwards. For example, over the last century, in all the industrialized countries, IQ scores have slowly increased at about 3 points per decade.⁴⁷ In the last decade, IQ levels appear to have reached a plateau or declined slightly.⁴⁸ NAEP assessments are known for their high standards and level of difficulty. On a 500 point scale, NAEP average national reading scores for 17 and 13 year-olds haven’t varied more than 5 points in 37 years. In 1971, the average reading score for 17-year olds was 285 and in 2008 it was 286.

⁴⁶ Ho, Andrew (2008). The problem with “proficiency”: Limitations of statistics and policy under No Child Left Behind. *Educational Researcher*, 37, 6, 351-360.

⁴⁷ Neisser, Ulric (1998). *The rising curve: Long-term gains in IQ and related measures*. Washington, DC: American Psychological Association.

⁴⁸ Teasdale, T.W., and Owen, David R. (2008). Secular declines in cognitive test scores: A reversal of the Flynn Effect. *Intelligence*, 36, 121-126.

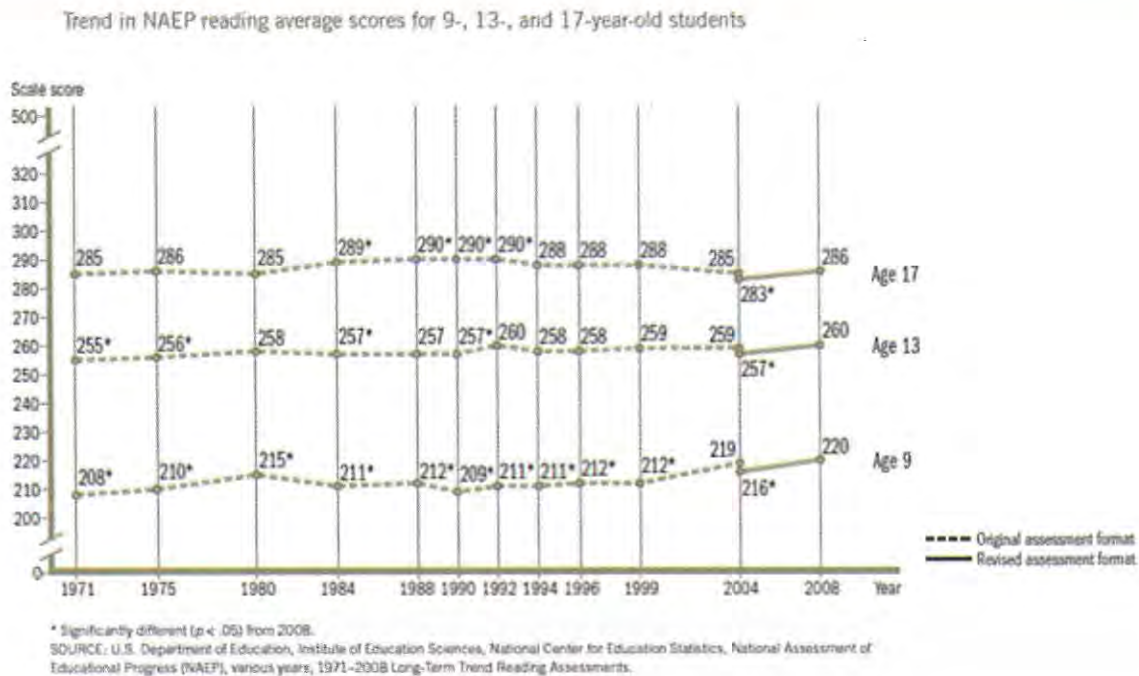


Figure 3

Since the API is also a measure of a whole distribution at every skill level, one should expect that average yearly gains will, eventually, be similarly restrained. Like NAEP and IQ scores, one expects the API to have a natural equilibrium or plateau, around which, when reached, scores will vary above and below the mean within a more compressed distribution.

What yearly rates of API improvement are reasonable but challenging? Because Kansas has used the same five proficiency levels for more than a decade, the API can be calculated going back to 2000. To meet federal assessment requirements to test grades 3 through 8 and once in the high school, Kansas introduced new assessments in 2006. Though the new assessments did require the resetting of cut-scores, they were based on the same standards as previous assessments and calibrated to show consistency and continuity in proficiency levels between grades. Because the new assessments were so similar to the previous ones, anchored on previous assessments and the same standards, one can use historic rates of improvement to estimate achievable yearly rates of improvement in the API. Figure 4 below shows the distributions for all Kansas schools in both reading and math. The y-axis shows the number of schools at each API level. The x-axis shows the API range.

The blue reading histograms tell this story: in 2001 and 2002, mean API improvement was small. But in 2003, the first year of intense AYP pressure in Kansas, the mean API score for Kansas schools shot up 44 points, which was followed by three years of very strong improvements at about 30 points per year. The change in assessments in 2006 seems to have had no effect, with the mean API having moved up 145 points over its 2000 level. Then, in 2007, the rate of improvement began to drop from its early AYP period increases of about 35 points per year to about 13 points per year

in the late AYP period. One year—2010—showed no advance at all. In the last available year, 2011, the variation between schools diminished slightly to a standard deviation of 109, but was a still a long way from the narrow variation between schools achieved in Finland.

The goldenrod mathematics histograms tell a different story: from 2000 through 2006, there was much greater variation between Kansas schools in their students' mathematics achievement than in reading. But as in reading, mathematics achievement showed high rates of improvement through 2005, what we have called the early AYP period. In 2006, there was a sharp decline in the mathematics mean API, most probably due to the introduction of new assessments in that year. In 2007, the high rate of improvement resumed, but only for that year. Our guess is that the new policy of providing high school students with a second opportunity to test, a policy that was put into effect in 2007, may have been responsible for some of this increase. Then, from 2008 forward, the rate of improvement fell from its early AYP rate of about 25 points per year—37 per year if we exclude 2006—to a late-AYP-phase rate of about 13 points per year. Like in reading, 2010 was a year in which improvement stopped and actually declined. Again, we can only guess the reasons—it could have been the staff and budget cuts taking place in Kansas in 2010, or that the schools are actually approaching equilibrium in these subjects, or other unknown causes. On the positive side, the variation between buildings in mathematics achievement—the buildings' gap—began to decline after 2007 and continued to decline up to the most recent year.

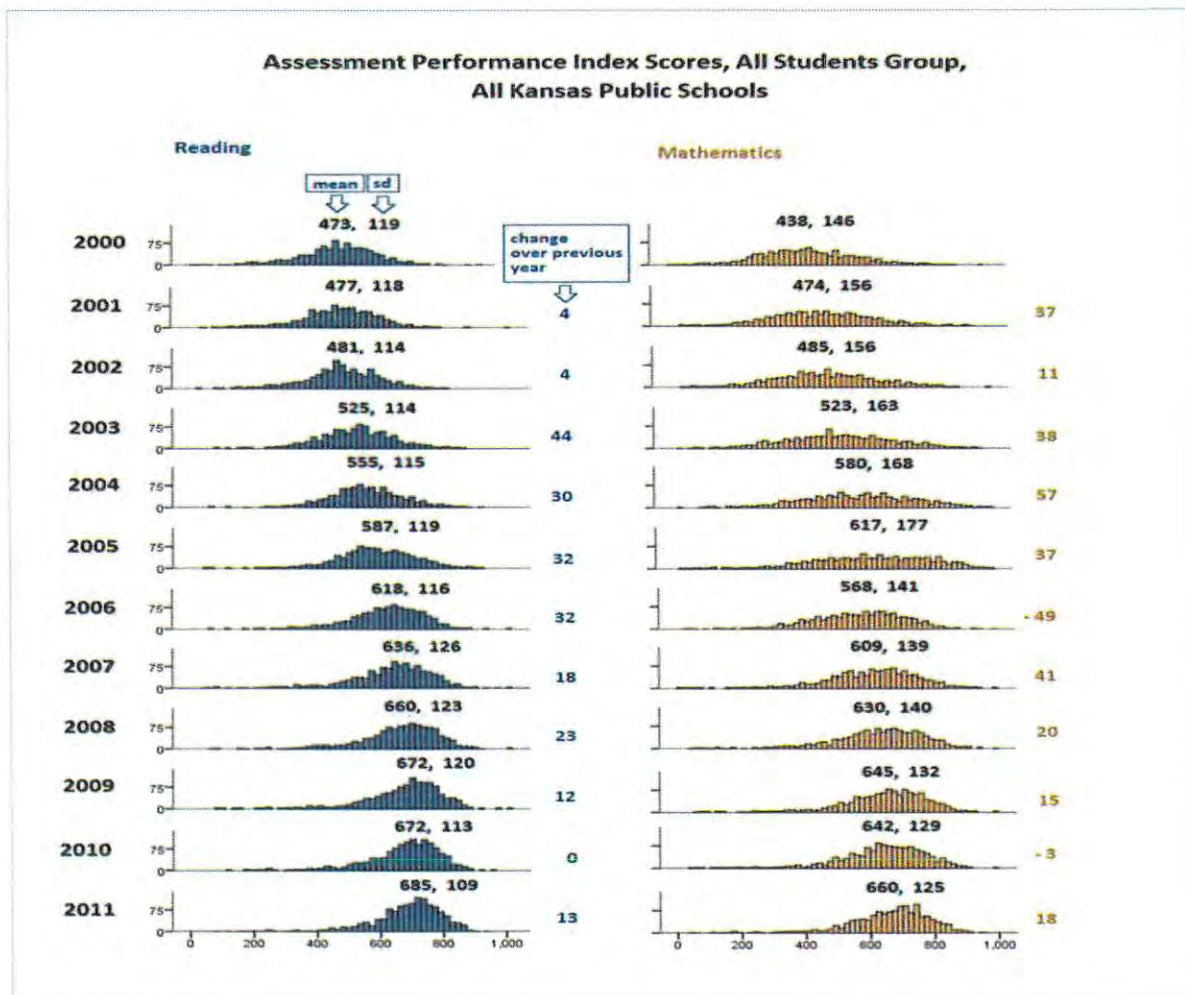


Figure 4

From 2000 through the introduction of new assessments in 2006, for both reading and math, one could claim that yearly increases of 30 to 35 points in the API were achievable, if one excludes the sharp decline in mathematics in 2007. But during the late-AYP period, the declines in the rates of improvement for both reading and mathematics, to an average of 13 points per year—less than half the previous rate—with one year showing no gains and even a decline in mathematics—suggest a more reasonable yearly goal of 10 points.

Considered together, these two facts,

1. that the overall rates of improvement were high in the early years and then began a fairly rapid decline;
2. and that for one year, progress halted or declined;

ask us to consider whether the current Kansas assessments may be approaching their natural equilibrium, or plateau. After the disappointing experience all states had with the 100-percent proficient requirement of AYP, accountability planners would be obstinate not to anticipate the equilibrium points or plateaus of state and national assessments.

Identifying the point of natural equilibrium is important because it can help set realistic but challenging long-term and yearly goals. But how does one identify an equilibrium before it actually occurs? The task is made more difficult by the high-stakes consequences schools, districts, and states face—how much improvement is due to teaching narrowly to the test, not broadly to the concept or skill, or to administrative changes? These possibilities can't be identified or quantified here, but we can examine trends and rates of improvement to estimate equilibrium points for reading and math.

Much like Option A in Section 2B, KSDE will use the identified equilibrium point to set long-term, 6-year cycle goals, and then the long-term goals to set Annual Measurable Objectives. After the end of the first 6 year cycle, KSDE will re-set the equilibrium point based on the previous six years of data. Six-year cycles avoid the short-term year-to-year focus on AYP goals, and give the field the room necessary for systemic improvements.

Estimating the Equilibrium Points for Reading and Mathematics

Using state aggregates, KSDE staff first generated the API trends for all student groups. (See Figure 5 and Figure 6) We've limited the number of subgroups to the six largest so that the charts would be readable. The All Students group, as well as an eighth subgroup composed of students who were not members of the Students with Disabilities (SwDs), English Learners (ELLs), or Free or Reduced Lunch recipients, were added as comparison groups.

To help with interpretation of the charts, some of the changes that influenced the trends should be noted. In 2006, new assessments, based on the same standards, were administered; the number of assessments more than doubled; and the individual, longitudinal student data system was made operational. The formalized definitions of student subgroups required by the longitudinal data system, and its increase precision, improved the counting of ELLs. In 2010, a federal rule change in how Hispanics were to be counted effected the counts and composition of other groups—especially the American Indian group, but also the White group. One can see the influence of these events in the trends.

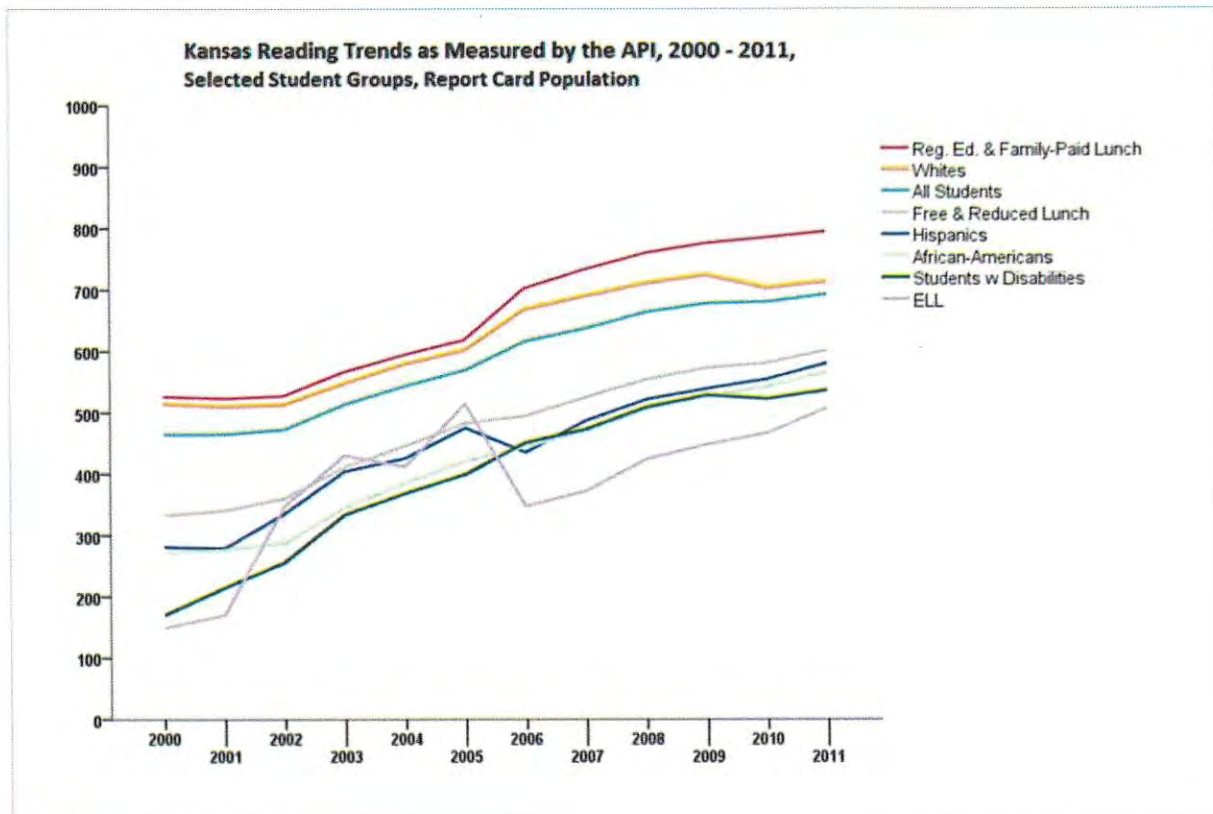


Figure 5

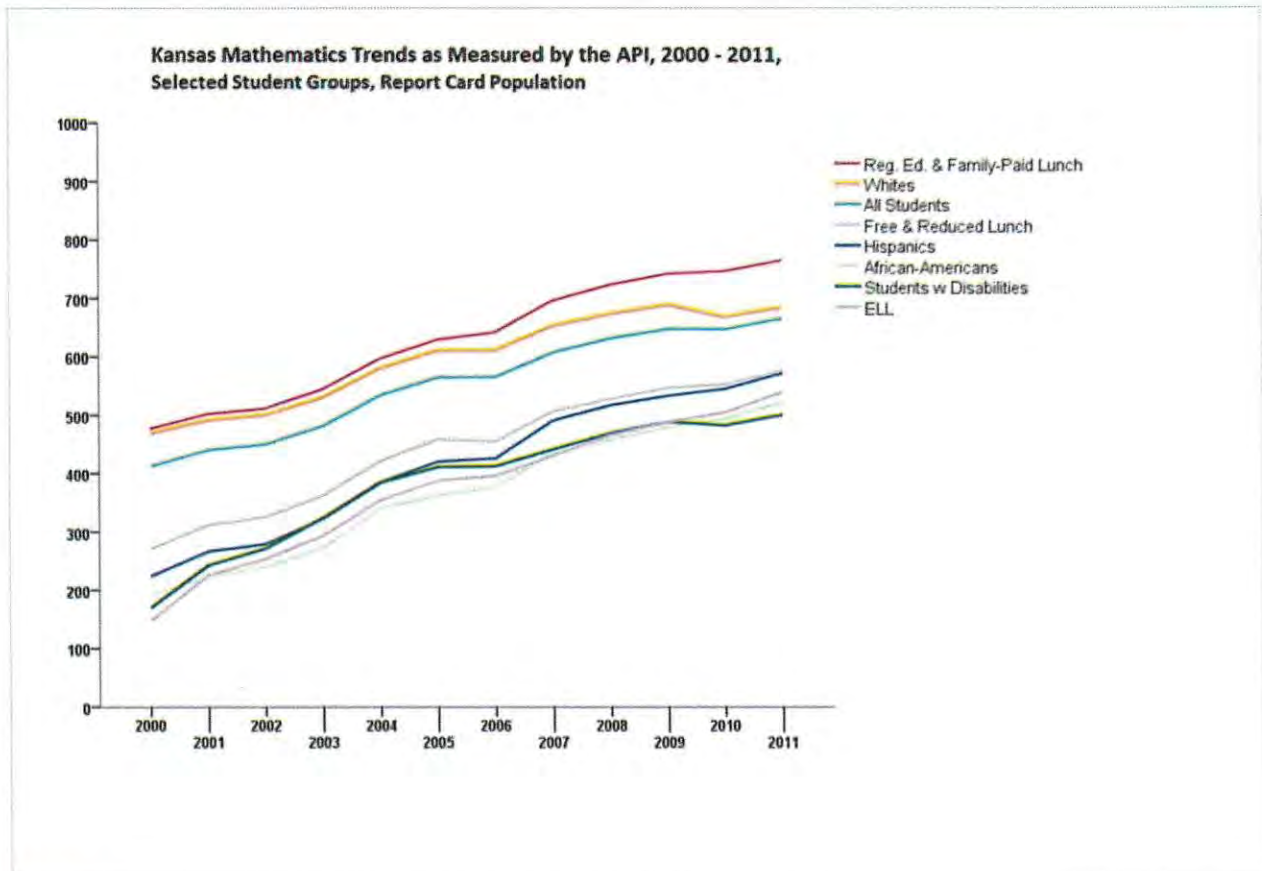


Figure 6

To get a clearer picture of performance trajectories, we smoothed these API series and projected the trend lines forward using a simple forecasting model.⁴⁹ (See Figure 7 and Figure 8)

⁴⁹ We used the T4253H and EXSMOOTH forecasting procedures in SPSS. The T4253H procedure produces a new series “by applying a compound data smoother to the original series. The smoother starts with a running median of 4, which is centered by a running median of 2. It then re-smooths these values by applying a running median of 5, a running median of 3, and hanning (running weighted averages). Residuals are computed by subtracting the smoothed series from the original series. This whole process is then repeated on the computed residuals. Finally, the smoothed residuals are added to the smoothed values obtained the first time through the process.” We used EXSMOOTH to apply a simple dampening forecasting model to the smoothed means.

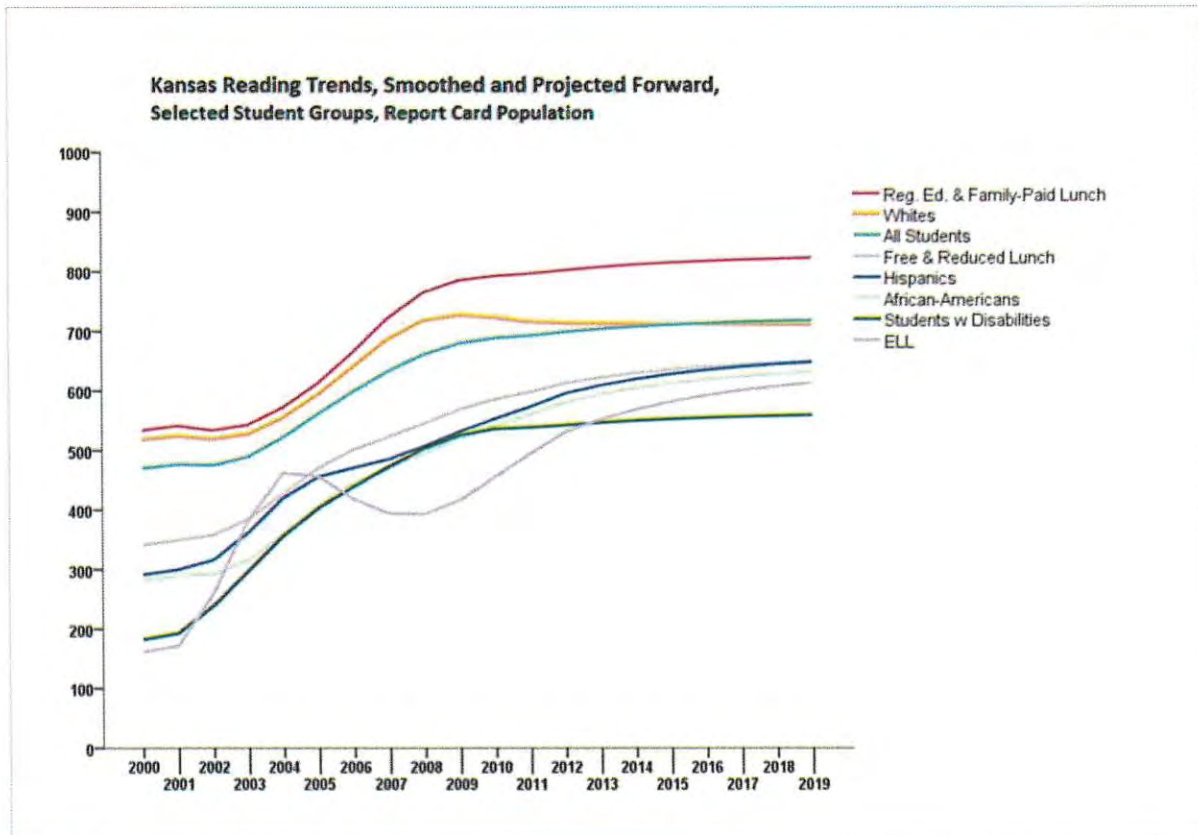


Figure 7

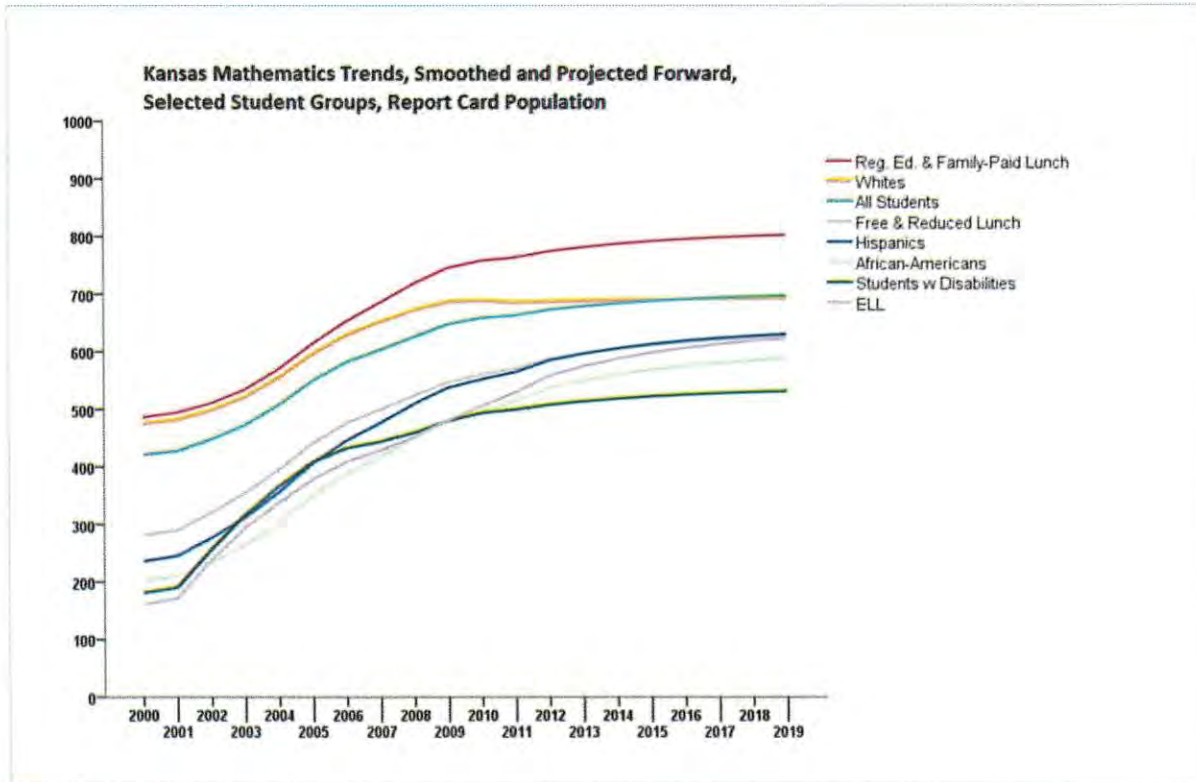


Figure 8

The most advantaged student group, the Regular Education and Family-Paid Lunch group, defines the highest limits of API achievement at approximately 825 in reading (Figure 9 below) and 800 in mathematics (Figure 10 below). This would be an ambitious target for all students, but without the societal supports to counter the risks of poverty on child development, particularly early child development, 825 and 800 would not be realistic goals for all subgroups. In KSDE discussions with the Curriculum Leaders, and representatives of minority group organizations, some voiced strong concerns that the efforts to improve the academic achievement of lower-achieving ethnic and disadvantaged groups not be diminished by reducing the academic goals for these students. This led KSDE to the proposition that rather than set yearly AMOs based on the trajectories of each subgroup, that goals and AMOs for all would be set based on the All Students group.

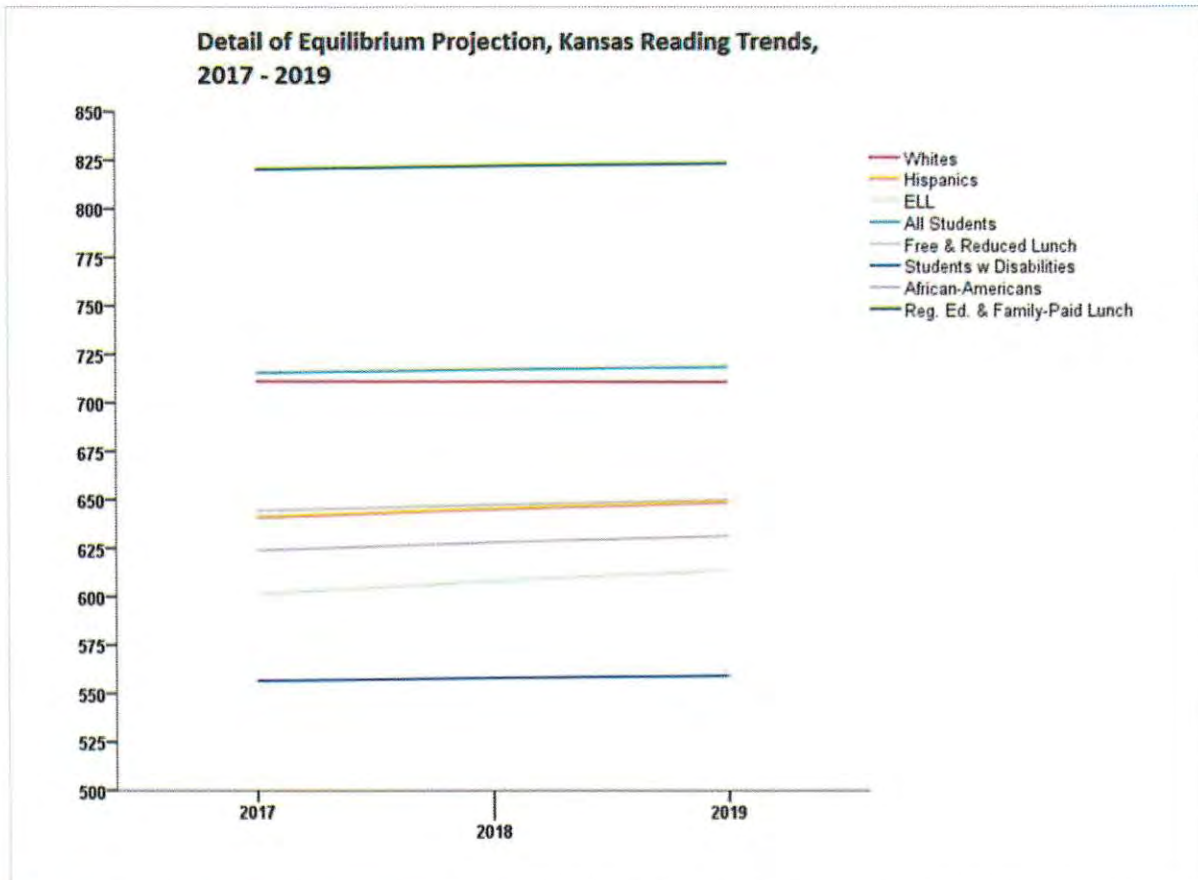


Figure 9

Looking six years out, to 2017, this would set our best current estimate of an equilibrium point for reading at 715 and 694 for mathematics.

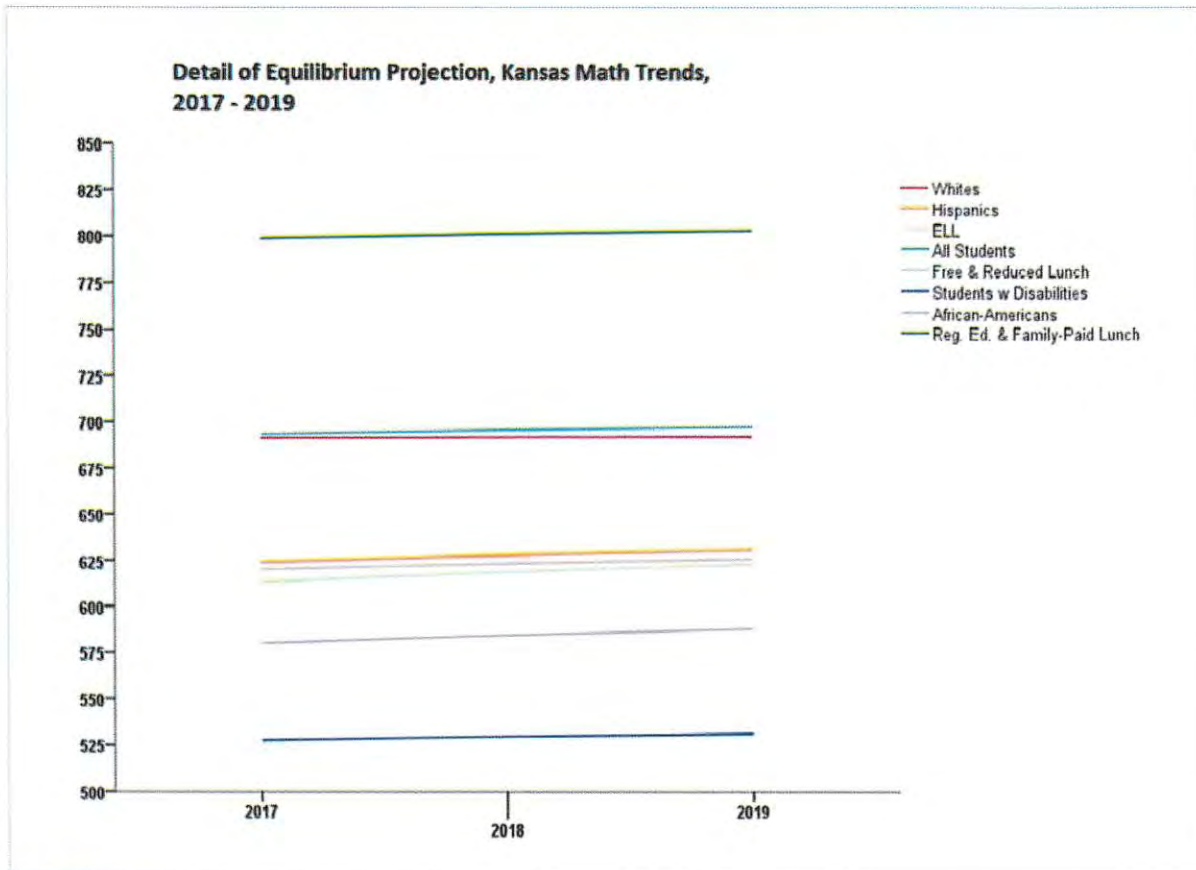


Figure 10

Now that we have defined equilibrium points, we can build performance bands around them.

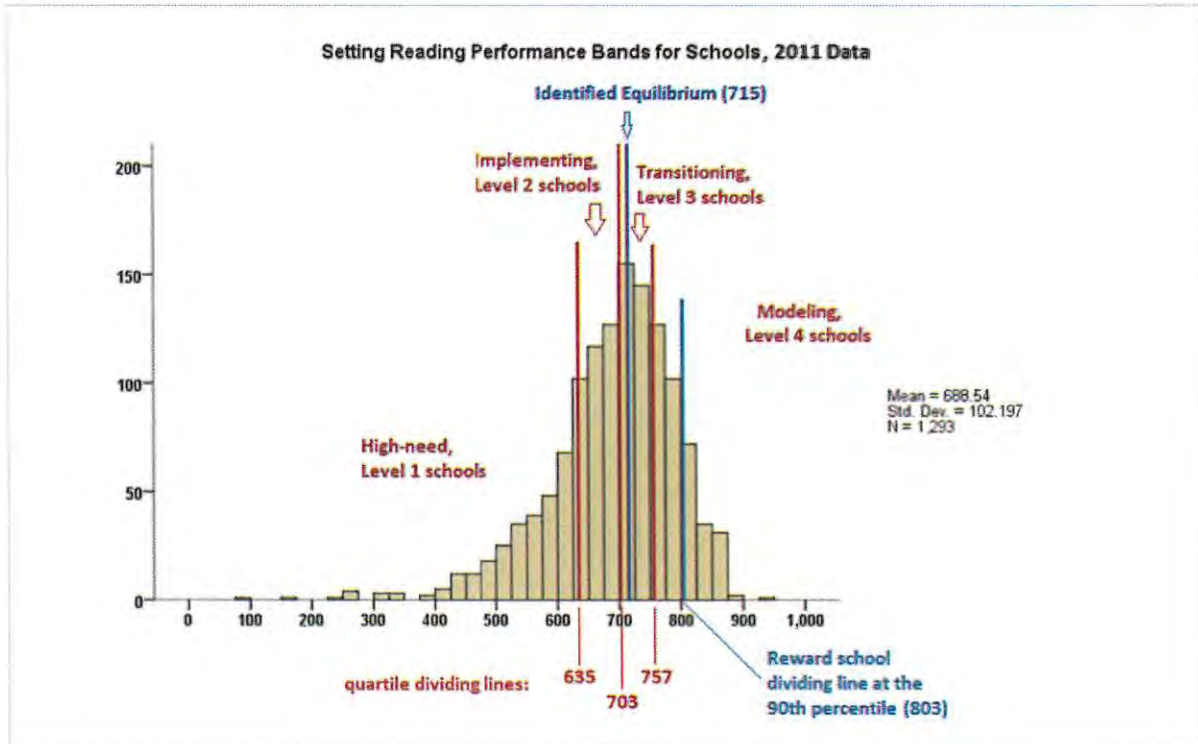


Figure 11

These performance expectations are summarized in Table 7 below. One of the most important features of the table is the fourth column, “Cannot Exceed This Percentage of Students Below Standard.” *This rule prevents any building from hiding a low-performing group of students behind a high-performing group of students when the API is averaged.*

While use of a whole population index has the advantage of encouraging schools and districts to move each student to the highest performance level possible for each child, in some cases, as in the case of all averages, a large number of high performance students could hide a low performing subgroup if the distribution of student knowledge and skills is bimodal. Setting limits will prevent “masking” or the hiding of a low-performing group by a high performing one. It is really an updated version of standards established more than a decade ago in Kansas’ Standard of Excellence (see explanation of the SOE’s history above; also see the Standard of Excellence specifications in Appendix B).

Table 7

Reading AMOs

Building Category	Reading Assessment Performance Index Range	Expected Rate of Improvement in the API / Annual Measurable Objectives	Cannot Exceed This Percentage of Students Below Standard
Modeling (Level 4)	top 25 percent API > or = 757	For schools below the 90 th percentile, a mean advance of 2 points per year. Above the 90 th percentile, whatever improvement is possible.	< or = 5 percent; if not, next lower level
Transitioning (Level 3)	3rd quarter API > or = 703 but < 757	An average yearly advance of 5 points per year	> 5 but < or = 10 percent; if not, next lower level
Implementing (Level 2)	2nd quarter API > OR = 635 but < 703	An average yearly advance of 10 points per year	> 10 but < or = 15 percent; if not, next lower level
High-Need (Level 1)	lowest 25 percent API < 635	Increments sufficient to enter level 2 or a yearly mean API advance of 15 pts., whichever is greater.	Any school with > 15 percent of its students below proficient is a level 1 school.

In the two figures immediately below are examples of the reading and math AMOs for schools starting with different API scores. You'll see that the slopes, or rates of improvement, are different depending on the beginning API score of each school. The higher the beginning level of performance, the lower the expected yearly increase in the API; the lower the beginning level, the higher the expected yearly rate of improvement. The projections of the lines converge below the highest levels of projected API performance that we identified as 825 in reading and 800 in mathematics.

Examples of Reading AMO Trajectories for Schools Starting at Different Levels

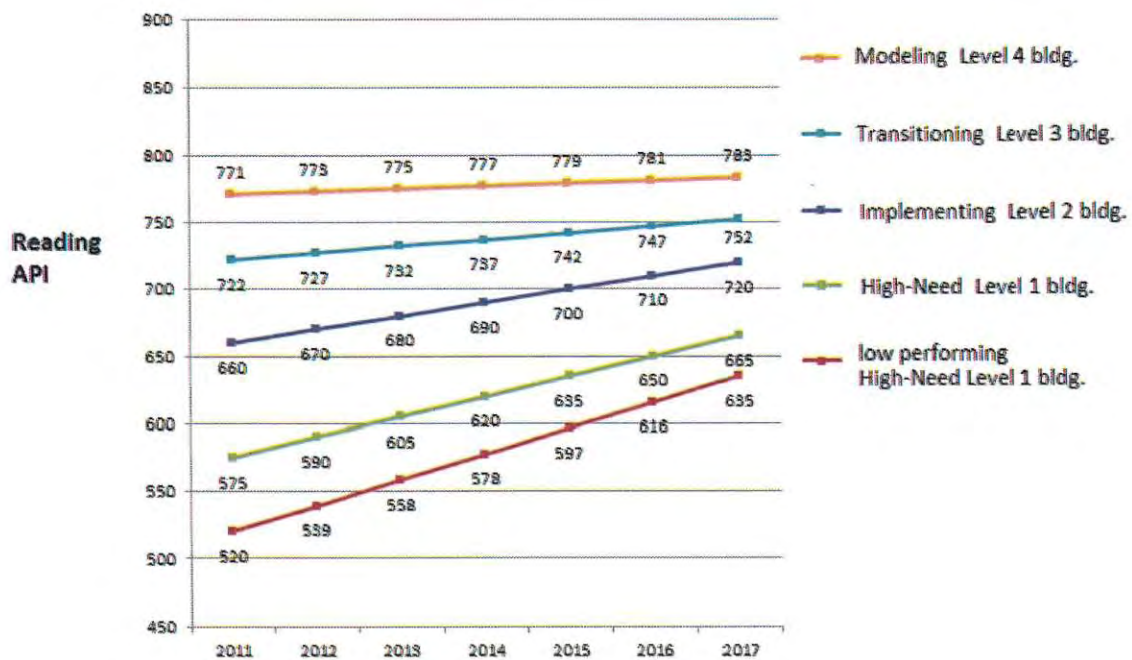


Figure 12

Examples of Mathematics AMO Trajectories for Schools at Different Levels

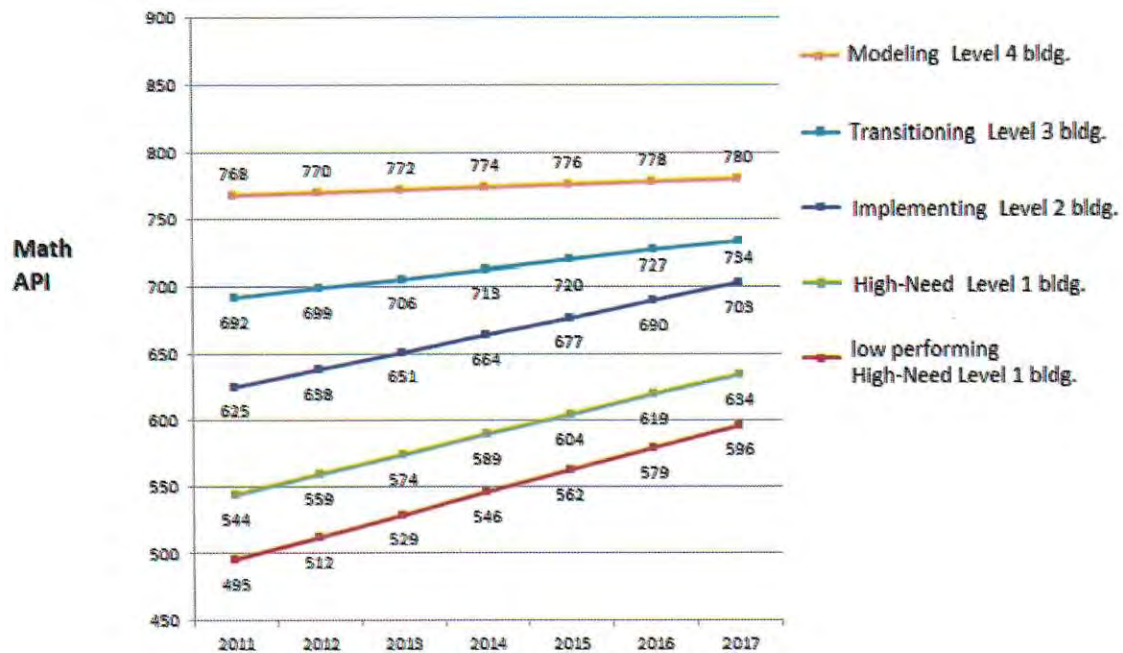


Figure 13

At the classroom level, in practical terms, this means that if I am a reading instructor, I now have an expectation of an average classroom performance level that is at the “exceed standard” level—one level higher than under AYP. At the school and district level, this means that I will be planning for improving the reading skills of younger students so that incoming cohorts of students are better able to handle the increasing standards required to move the school to the next level of reading performance.

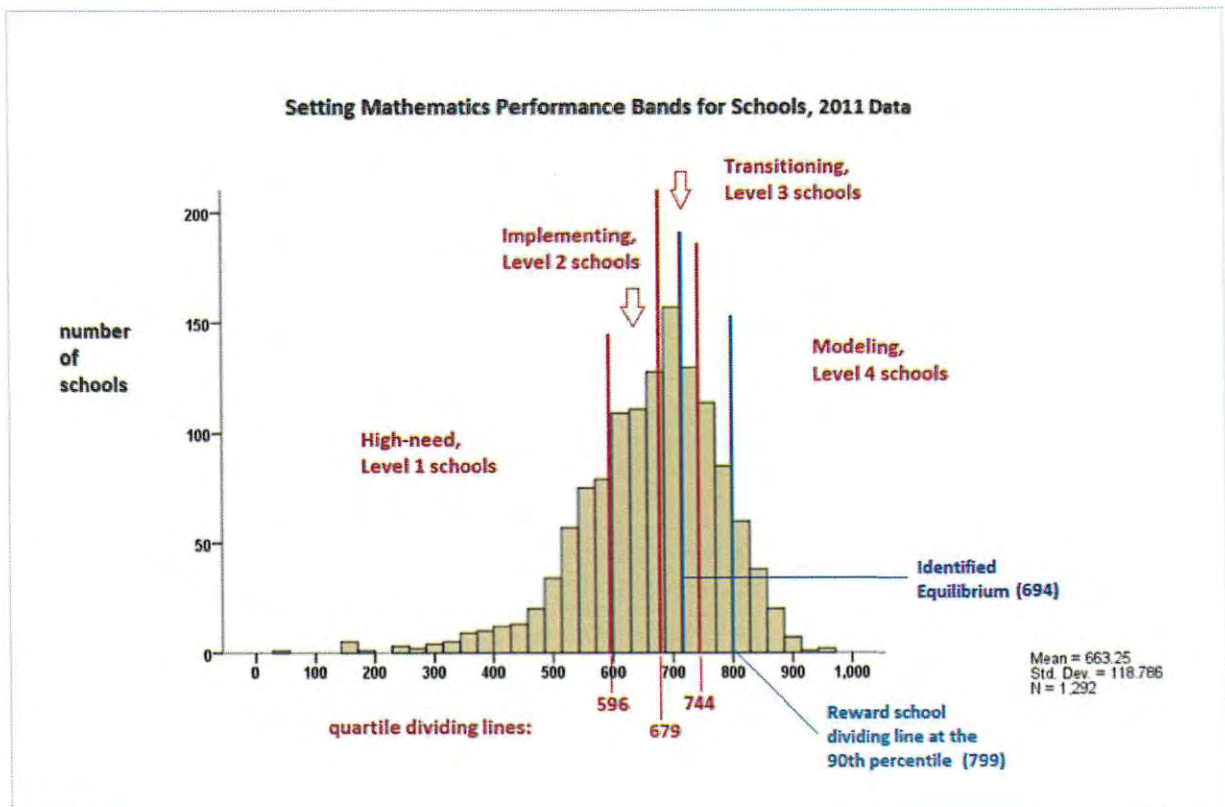


Figure 14

Summarized in Table 8, the overall mathematics goals are very similar to those in reading:

Table 8

Mathematics AMOs

Building Category	Assessment Performance Index Range	Expected Rate of Improvement in the API / Annual Measurable Objectives	Cannot Exceed This Percentage of Students Below Standard
Modeling (Level 4)	top 25 percent API > or = 744	For level 4 schools below the 90 th percentile, a mean advance of 2 pts. per year. Above the 90 th percentile, whatever improvement is possible.	< or = 6 percent; if not, next lower level
Transitioning (Level 3)	3rd quarter API > or = 679 but < 744	An average yearly advance of 7 points per year.	> 6 but < or = 13 percent; if not, next lower level
Implementing (Level 2)	2nd quarter API > or = 596 but < 679	An average yearly advance of 13 points per year.	> 13 but < or = 19 percent; if not, next lower level
High-Need (Level 1)	lowest 25 percent API < 596	Increments sufficient to enter level 2 or a yearly mean API advance of 15 pts., whichever is greater.	Any school with > 19 percent of its students below proficient is a level 1 school.

Due to the greater variance between schools and the lower overall levels of achievement in mathematics relative to the assessment, the mathematics table shows slightly higher levels of tolerance for the percentages of students below the proficiency line.

Will the API misidentify the highest need schools?

Is the API as accurate, less accurate, or more accurate than the Percent-at-Proficient measure in identifying Priority, Focus, and the Highest-Performing Reward schools? We can test the accuracy of the API in identifying the highest-need schools, by comparing the schools that the API would identify as Priority, Focus, and Reward schools to the schools that would be identified using Percent-at-Proficient-or-Above (see Figure 15 below). What we observe in Figure 15 is that the API

and the Percent-at-Proficient-or-Above measures, when used across 4 years of school rankings in both reading and math, identify almost exactly the same Priority schools (the red circles).

While the correlation between the two measures is very high, and nearly in a straight line, we see a greater degree of difference, or spread, between the Title I schools that are neither Priority nor Focus schools. We can better understand the difference between the API and the Percent-at-Proficiency if we examine two schools—School Y and School C—that are similar in their Percent-at-Standard-or-Above, but very different in their API rankings. The two schools are identified in Figure 15.

Table 9

	Cum. Percent-at-Proficiency Rank	Cumulative API Rank	4-year Percent-at-Proficiency	4-year Percent-in-the-Middle Perform. Cat.	4-year Percent-in-the-Highest 2 Perform. Cat.
School Y	338	485	91 %	16 %	75 %
School C	342	173	92 %	46 %	46 %

While School C has a higher Percent-at-Proficiency—92 percent—almost half of its students are in the lowest category that counts as proficient—in Kansas, this category is called “Meets Standard.” In contrast, School Y, which has a slightly lower 4-year Percent-at-Proficiency—91 percent—has moved three-fourths of its students into the highest two proficiency categories—“Exceeds Standard,” and “Exemplary.” The API is the more accurate, differentiating measure of school performance because it shows that School Y has moved a majority of its students to higher levels of knowledge and skill while School C has only moved a little less than half the students into the highest levels of proficiency.

The story is very similar if we compare the Reward Schools identified by the API to those identified by Percent Proficient. Of the 66 Title I schools that are identified, 27 are High Progress Schools and 39 are Highest Performance Schools. Of the 27 High Progress Schools, the API and the Percent Proficient measures identify the same schools in 63 percent of the cases ($n = 17 / 27$). Of the Highest Performance School, the API and Percent Proficient measures identify the same schools in 72 percent of the cases ($n = 28 / 39$). In Figure 15, we show the mutually-identified Highest Performing Schools as red diamonds, those that would only be identified by the Percent Proficient measure as green diamonds, and those that would only be identified by the API as purple diamonds. The 17 High Progress schools that are identified by both the API and the Percent Proficient measures are red triangles, while those that are only identified by the API are blue triangles. There were no buildings that would have been identified as High Progress by the Percent Proficient measure alone. Why? The Percent Proficient is a count of students who cross a single threshold at the lower end of the score distribution. . In other words, the top range of the Percent Proficient measure is restricted, whereas, the API has four thresholds and many more students available for crossing the higher ones. This is another illustration for why the API is the better performance measure for Kansas.

If we take the average measures of the Highest Performing schools, including those that would be selected by the API or the Percent Proficient measure, we see only a three-point difference in their average Percent Proficient measures: from 95 percent to 98 percent proficient (see Table 10 below). But we see that the API has recognized schools that have moved higher proportions of students into the higher two performance categories—79 percent—as compared to the lower percentage of students—74 percent—that the Percent Proficient schools have moved into the highest two performance categories. The same can be said for the High Progress Schools. Again, it appears that the schools selected by the API are the higher performing schools.

Table 10

	n	4-year Mean Percent- at- Proficiency	4-year Mean Percent in Meets Standard Perform. Cat.	4-year Mean Percent in Exceeds Perform. Cat.	4-year Percent- in- Exemplary Perform. Cat.	4-year Percent- in-the- Highest 2 Perform. Cat.
Highest Performing based on the API only	11	95 %	17 %	29 %	50 %	79 %
Highest Performing based on Proficiency only	11	97 %	23 %	35 %	39 %	74 %
Highest Performing based on both the API & Proficiency	28	98 %	14 %	32 %	52 %	84 %
High Progressing based on the API & Proficiency	17	86 %	29 %	31 %	26 %	57 %
High Progressing based on the API only	10	87 %	27 %	30 %	30 %	60 %

Of the two groups of Highest Performance Schools, those that are selected by the API versus those that would be selected by the Percent Proficient measure, the story is the same if we compare the individual schools with the most extremely different values. In Figure 15 and Table 11 below, School A, the API school with the highest API rank, has 83 percent of its students in the highest two performance categories, while School Z, the Percent Proficient School with the lowest API rank, has only 68 percent of its students in the highest two categories. There is only a two-point difference between the schools on the Percent Proficient measure. If we compare the two schools

that most differ on the Percent Proficient measure, School Y and School Z, the differences cancel each other out. The school selected by the API, School Y, in the highest two performance categories, has a seven-point advantage over the school selected by the Percent Proficient measure, while School Z has a six-point advantage in the Percent Proficient measure.

Table 11

	Cum. Percent-at-Proficiency Rank	Cumulative API Rank	4-year Percent-at-Proficiency	4-year Percent-in-the-Middle Perform. Cat.	4-year Percent-in-the-Highest 2 Perform. Cat.
School A	442	529	95 %	12 %	83 %
School Y	338	485	91 %	16 %	75 %
School Z	491	423	97 %	30 %	68 %

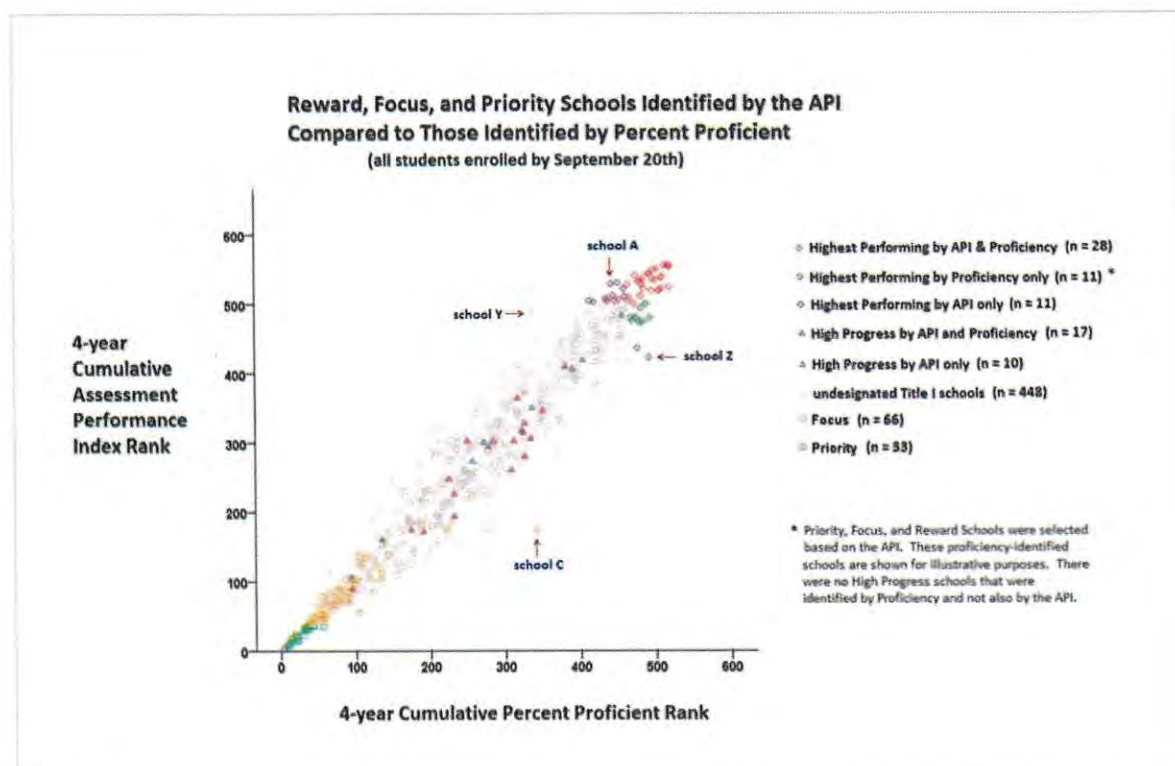


Figure 15

We can examine this difference in more detail but at more subtle levels if we compare the lists of schools that the Percent-at-Proficiency measure would identify as Priority Schools to those the API would identify. (See Table 12) Since the names of the Priority Schools have not yet been made

public nor finalized with 2012 assessment results, the actual names of the schools have been changed to pseudonyms.

Of the 33 Title I schools that would be identified as Priority Schools, the API and the Percent-at-Standard measures identify the same schools, with the exception of two. The second column, “API order,” gives the order in which the API would identify the Priority Schools, with the first being the highest-need. The third column gives the order in which the Percent-at-Proficient would identify the Priority Schools. As in the more extreme comparison of School Y and School C, the difference is that the schools selected as Priority by the API moved slightly more students into the higher performance levels. While the differences between the schools are small, based on comparisons of these two measures, one concludes that the API is making the more accurate classification of the Priority Schools’ academic achievement.

Table 12

Comparison of Priority School Classifications Based on the API vs. the Percent Proficient

percentages based on 4-year totals in each perform. cat.

Pseudo-School Names	API order	percent proficient order	API % tile	pro-ficiency % tile	API defined status	not tested %	academic warning %	approach standard %	at standard %	exceeds standard %	exemplary %	4-year cum. API % tile	4-year cum. pro-ficiency % tile
Custer Middle School	1	1	1.2	1.3	priority	0.9	27.9	21.1	29.6	14.8	5.7	36.9	50.1
LeMay Middle School	2	4	1.3	1.4	priority	2.1	27.2	21.1	28.5	15.5	5.6	36.8	49.7
Louis & Clark & Sacagawea	3	2	1.3	1.3	priority	1.1	24.7	23.3	31.3	13.8	5.7	37.6	50.8
Rosa Parks Middle	4	5	1.4	1.7	priority	1.8	26.0	22.0	31.0	14.4	4.7	36.5	50.1
Hamlet Elem	5	6	1.5	1.7	priority	1.2	28.8	19.5	28.9	15.5	6.1	37.1	50.6
Socratic Middle School	6	3	1.5	1.3	priority	1.1	28.9	21.6	26.2	14.8	7.4	37.0	48.4
Aaron Burr Middle	7	8	1.7	1.9	priority	3.6	23.4	20.9	29.6	16.4	6.2	38.5	52.1
George Clinton Middle	8	7	2.0	1.8	priority	1.8	25.2	21.2	29.3	15.1	7.4	38.6	51.8
Hannibal Elem	9	13	2.3	3.7	priority	2.3	24.8	16.4	33.1	16.3	7.0	39.9	56.5
Red Cloud Elem	10	12	2.6	3.4	priority	0.8	26.5	17.1	30.9	16.8	8.0	40.3	55.7
Remote Middle School	11	9	2.6	2.3	priority	1.3	25.1	20.8	28.0	17.4	7.3	39.6	52.8
Willy Wonka Elem	12	14	2.8	3.7	priority	0.8	25.4	16.5	33.2	17.2	6.9	40.5	57.3
The Royals Middle School	13	10	3.1	2.7	priority	1.8	24.1	19.8	27.6	17.9	8.9	41.0	54.4
Quiet Middle	14	11	3.7	3.3	priority	0.6	23.8	20.9	29.1	17.1	8.5	41.1	54.7
Palomino Middle	15	15	3.7	3.7	priority	0.7	19.7	21.1	32.5	18.6	7.5	43.0	58.6
Mustang East Elem	16	20	4.4	5.5	priority	0.8	19.1	18.7	36.4	17.3	7.7	43.5	61.4
Pretty Fun Elem	17	17	4.7	4.0	priority	0.4	22.9	20.3	30.0	16.6	9.9	42.4	56.5
Heavy Artillery Academy	18	16	4.7	3.9	priority	1.3	23.0	17.2	26.7	19.8	12.1	44.6	58.6
Cowboy Elem	19	18	5.0	5.2	priority	1.6	18.1	18.8	32.5	19.4	9.6	45.1	61.5
Cowgirl Elem	20	19	5.8	5.4	priority	0.5	21.4	15.9	31.0	18.7	12.5	46.0	62.2
Nike Elem	21	22	5.9	6.0	priority	1.1	19.9	18.6	30.2	20.4	9.8	44.8	60.4
Some President Elem	22	23	6.1	6.0	priority	1.1	19.2	16.8	33.4	19.4	10.1	45.5	62.9
Laurel Elem	23	26	6.1	6.3	priority	0.7	17.2	18.3	33.0	20.8	9.9	46.6	63.7
Hardy Elem	24	25	6.1	6.2	priority	1.1	19.6	15.5	32.6	18.9	12.3	46.6	63.8
Very Walden Elem	25	30	6.1	6.9	priority	0.1	30.3	18.2	28.8	14.9	7.7	37.8	51.4
Boeing Elem	26	41	6.2	8.9	priority	0.3	21.1	17.1	35.1	17.0	9.5	44.1	61.6
Wild Wild West School	27	24	6.2	6.1	priority	0.4	18.7	17.5	32.9	19.2	11.2	46.4	63.3
Penniless Elem	28	29	6.4	6.8	priority	1.0	18.1	17.0	31.7	23.0	9.3	46.6	63.9
Spartan and Athens Elem	29	21	6.4	5.6	priority	1.8	21.4	16.9	27.5	18.3	14.1	45.8	59.9
Pizaro Middle	30	28	6.4	6.4	priority	0.9	18.0	18.8	31.5	19.7	11.2	46.4	62.4
La Raza Elem	31	32	6.6	7.2	priority	0.8	17.7	15.8	33.8	21.2	10.7	47.4	65.7
Airplane Elem	32	27	6.8	6.3	priority	1.2	17.6	17.4	31.9	21.1	10.8	46.9	63.7
Elvis Elem	33	37	6.8	7.8	priority	0.4	17.9	17.1	36.5	17.7	10.4	46.2	64.7
Beef Elem	34	40	7.2	8.8	focus	8.7	12.0	16.4	35.9	17.4	9.6	44.7	62.9
Bill Gates Elem	35	33	7.5	7.2	focus	0.1	16.9	17.9	34.5	18.8	11.9	47.7	65.2
Halo Elem	36	38	7.6	8.3	focus	1.0	19.5	15.3	32.2	20.6	11.4	46.8	64.2
Faraway Elem	37	36	7.7	7.7	focus	0.3	15.4	19.4	34.7	17.5	12.8	48.1	64.9
Lone Pine on the Prairie E	38	31	7.9	7.2	focus	1.2	18.5	16.0	31.0	20.4	12.8	47.7	64.3
Red and White and Blue	39	42	8.3	9.0	focus	0.6	15.7	16.0	35.3	20.3	12.0	48.9	67.6
Dinosaur Elem	40	46	8.5	9.4	focus	1.3	15.3	16.7	34.8	20.5	11.6	48.5	66.8
Reagan Elem	41	50	8.6	10.5	focus	0.2	11.5	19.3	38.0	23.6	7.5	49.0	69.0

schools that are classified as Priority using the API, which would be classified as Focus if using a Percent-at-Proficient measure.

schools that would be classified as Priority using a Percent Proficient measure, rather than Focus schools as classified by the API.

When using the API to identify Priority Schools, 2 buildings, Boeing and Elvis Elementaries, are classified as Priority that would be classified as Focus Schools if using a Percent-at-Proficient measure. Using a Percent-at-Proficient measure, the order of the Priority Schools would be as numbered in the 3rd column. The 2 schools in the green bands would be Priority rather than Focus. Note that the blue-band schools moved a slightly lower percentage of students into the higher performance levels than the schools in the green bands. When taking all performance levels into account, Bill Gates and Lone Pine on the Prairie Elementaries did slightly better than Boeing and Elvis Elementaries. This suggests that taking the whole spectrum of performance levels into account, as the API does, leads to slightly more accurate classifications of high-need schools than the Percent-at-Proficient measure.

Student Growth AMOs

Initial interest in growth models was spurred by the hope that they would have fewer biases against schools with more subgroups, higher proportions of low-income students, English-Learners, and Students with Disabilities. If schools and districts could show that disadvantaged groups were showing reasonable rates of improvement on state assessments, then, even if their students were starting far behind their peers, schools and districts could show that their students were making progress.

In 2008, KSDE convened a two-day conference on growth models with representatives from Kansas districts, national experts on various growth models, and Kansas' assessment technical advisors. After presentations about value-tables, trajectory and projection models, the group selected the Student Growth Percentile model developed by Damian Betebenner as the most desirable. The group saw several advantages in SGPs, but the main ones were:

1. The charts could help individual teachers and students set realistic expectations for individual students. Students could be compared to students with similar score histories to generate conditional probabilities of improvement. This was true for very low achievers as well as very high achievers.
2. In 2006, Kansas introduced new assessments. They were not vertically scaled so they could not readily generate growth measures for the same students moving longitudinally across grades. The SGP model overcame this obstacle without imposing new assessment costs onto the State and the field.
3. Aggregations of the SGPs would permit the State, districts, and schools to reliably quantify the relative growth of their students. Rather than depending on a status measure alone—the percentage of students at proficient or above—the State and the field could distinguish between those schools and districts whose students were showing gain or growth, from those whose students were not.

There were also important technical advantages—for example, SGPs were not distorted by outliers.

Kansas has had unique individual student identification numbers since 2006. All general assessments in math and reading, from 2006 through 2011, and all general assessments, are used in the model. The SGP model uses the conditional density, or quartile, associated with each student's prior test scores to situate the student's most recent score and its percentile within the density. Data is set up to treat the most recent instance of a grade/scale score as the current year, and all previous instances as prior years. The model looks at the data starting from the current year and then counts backward. For Kansas data, the input files had to be constructed like this:

Table 13

Student ID	G06	G07	G08	G09	G10	R06	R07	R08	R09	R10
5550000aaa	4	5	6	7	8	81	81	80	78	84
5550000bbb	3	4	5	6	7	72	85	90	89	80
5550000ccc		3	4	5	6		85	90	89	80
5550000ddd			3	4	5			88	83	92
5550000eee				3	4				76	64
5550000fff					3					82
5550001ggg	4	5	6		8	84	81	89		92
5550001hhh	4	5		7	8	73	72		83	89
5550001iii	4	6	7	7	8	73	72	79	83	89
5550001jjj	3	4	6	7	8	87	90	95	92	94

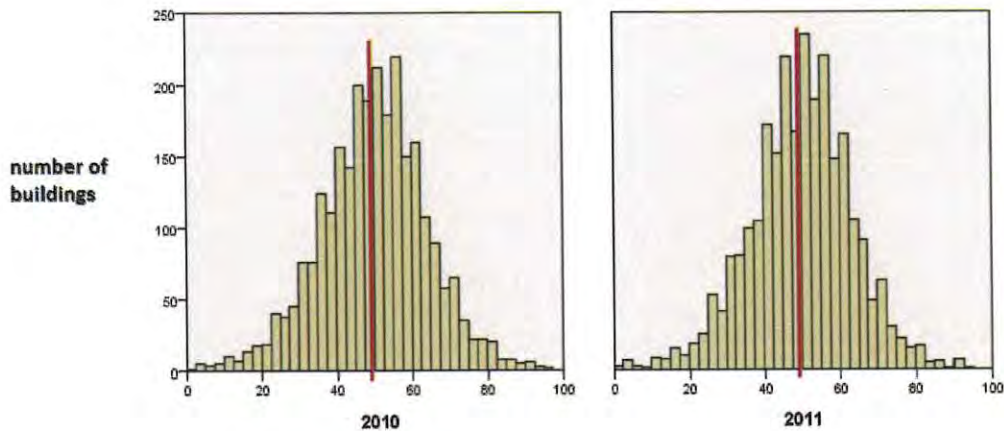
G denotes grade level, R or M are for reading or math scores, and the numbers 06 through 10 indicate the year of testing. As shown in the table above, 7th and 8th graders who were present for the entire span of years, have four prior data points; 6th grades have three; 5th graders have two; 4th graders one; and 3rd graders none. A student needs to have a valid score for the current year and at least one valid score from prior years to calculate the student's current SGP. Student Growth Percentiles can't be calculated for third graders, because they have no prior year's score. The more scores a student has, the more accurate the student's SPG will be.

KSDE is currently piloting charts using its growth data. To compare the growth of students in a subgroup, cohort, building, or district, individual students' growth percentiles were aggregated for specific years and subjects, and the median score used as a measure of the group's performance.

To achieve the annual growth AMO, a school must have a median student growth score that meets or exceeds those of half the schools in the state. By definition, this means that only half the schools can make the yearly growth goal. KSDE's reasoning is that a school must show median-or-better growth to qualify as making the growth AMO.

Following is an example of the growth AMO:

All Kansas Public Schools, Median Student Growth Percentiles



To exit priority status:

1. For two consecutive years, a school's Student Growth Percentile median must be in the top half of all growth medians.
2. For two consecutive years, a school must also meet its achievement AMOs.

Figure 16

Reducing the Gap AMOs

Schools will be held accountable for their achievement gap by focusing attention on the performance difference between their lowest performing students and state benchmarks. Gap AMOs are specific to the performance of each building, with buildings further behind having larger AMOs. To make the gap AMO, a building must decrease in annual equal increments half the gap distance between the lowest performing 30 percent of students and state benchmark by the 2016-2017 school year.

Separate state benchmarks are calculated for math and reading. State benchmarks are calculated by aggregating four years of assessment data for each building. Four years of data are used to calculate benchmarks in order to maximize the reliability of these scores. An API score is calculated (see Table 14 for a sample calculation) for each building's aggregated data. Buildings are then ranked by API score. The API score of the building at the 70th percentile becomes the state benchmark.

Assessment Performance Index (API)

Table 14

performance level	points per test	# of tests	total points
exemplary	1000	15	15,000
exceeds standard	750	22	16,500
meets standard	500	20	10,000
approaching standard	250	7	1,750
academic warning	0	2	0
totals		66	43,250
Assessment Performance Index (API) = $43,250 \div 66 = 655$			

State benchmarks are compared with the API score from each building's lowest performing 30 percent of students. The difference between these two values is a building's achievement gap. To determine a building's API score two years of assessment data are aggregated. The use of the past two years of assessment data was decided based on modeling of existing assessment data. It was determined that using two years of assessment data optimizes score stability (a building's API score is less likely to dramatically vacillate year to year when two years of data is used) without overly burdening a school with its own past performance (i.e., using more years of data inhibits schools from making dramatic progress, because past years' data may stifle the impact of recent performance improvements). An API score for the lowest performing 30 percent of students is calculated. The resulting API score is then subtracted from the state benchmark to determine a building's achievement gap. See Appendix B "Kansas Method for Identifying Focus Schools: A Field Guide" for a step-by-step guide for the achievement gap calculation.

Building and district specific AMOs are based on the gap calculation described above. To meet the Gap AMO, a building must decrease in annual equal increments half the gap distance between the lowest performing 30 percent of students and the state benchmark by the 2016-2017 school year. As an addendum to the Gap AMO, buildings with an API score of 500 for the lowest performing 30 percent of students will be deemed as having sufficiently closed their gap they are performing on average at proficiency. This rule has been added onto the Gap AMO because it is conceivable that a school might be asked to continue to reduce their achievement gap despite having all students that are in the lowest-performing 30 percent at proficiency or higher. Although Kansas encourages furthering the achievement of all students, not just those below the proficiency line, it is unfair to require schools to close an achievement gap if all students are already proficient. Additionally, modeling of Kansas assessment data suggests that less than 15 percent of schools will make their Gap AMO by this rule (see Table 15) Those schools making the 500 rule are the highest performing in Kansas, not the lowest performing.

Meeting the Gap AMO is an ambitious goal for Kansas schools. The calculations necessary to model the Gap AMO were performed using Kansas assessment data from the 1999-2000 school year through the 2010-2011 school year. This data modeling revealed that approximately half, or less, of buildings made the Gap AMO for reading in past years (see Table 15).

Table 15

Number of Buildings That Would Make Gap AMO for Reading Using Modeled Data with Gap AMO Set in 2003.

Year	2004	2005	2006	2007	2008	2009	2010	2011
AMO <u>Not</u> Met	377	388	423	387	366	375	462	488
AMO Met By Gap Reduction	371	354	317	335	323	294	200	159
AMO Met by 500 Rule	11	17	19	37	70	90	97	112
Percentage of Buildings Meeting AMO	50%	49%	44%	49%	52%	51%	39%	36%

Note. Only buildings with complete data for 2003-2011 were used in this table ($N = 759$).

Further data modeling was conducted using Kansas reading assessment at the building level. The average reading achievement gap in Kansas is between 350 and 400 API points. This translates into an average Gap AMO of approximately 30 API points (see Table 16). Table 16 also shows that the average API score for the lowest performing students in each building has increased 210 API points in 9 years. The average reading gap has remained unchanged as a result of annual increases to the state benchmark for reading. Likewise, the average reading AMO has also remained largely constant over time.

Table 16

Descriptive Statistics for Gap Reduction Components Using Modeled Kansas Assessment Data for Reading.

Year	Number of Buildings in Calculation	API for Lowest Performing 30%		Reading Gap		Reading AMO	
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
2003	816	176	92	370	92	31	8
2004	827	214	103	350	103	29	9
2005	823	249	112	340	111	28	9
2006	862	269	123	367	122	31	10
2007	1,074	306	132	358	132	30	11
2008	1,089	342	134	347	134	29	11
2009	1,109	367	130	344	130	29	11
2010	1,123	374	127	352	127	29	11
2011	1,149	386	122	348	122	29	10

Note. Means and Standard Deviations are in API units.

Proficiency AMO: Reducing Percentage of Non-Proficient Students

The goal of the Reducing the Non-Proficient AMO is to help schools chart their progress towards reducing their percentage of non-proficient students. The objective of the Reducing the Non-Proficient AMO is to reduce the percentage of non-proficient students by half in annual increments spanning 6 years. For each building, district, and the state of Kansas, separate AMOs will be reported for the All Students group and all identifiable subgroups. Reducing the Non-Proficient AMOs will also be reported separately for reading and math assessments. To maintain statistical reliability, only subgroups with an *N* size equal to or greater than 30 will be reported.

Building-level percent at proficient or above, for the All Students group and identifiable subgroups, will be aggregated across all tested grades within a building. Building-level Reducing the Non-Proficient AMOs will be calculated by subtracting a building's rate of proficiency from one. This difference value will be divided in half; the resulting quotient will be divided again by six. The result is the percentage of additional students that must attain proficiency in order for a building to make its Reducing the Non-Proficient AMO. This methodology ensures that each building has a customized Reducing the Non-Proficient AMO for each student group. These customized AMOs further ensure that student groups that are less proficient (i.e., further behind) demonstrate larger annual progress toward proficiency.

As examples, consider two buildings: Building A is high performing. Building B is low performing. The All Students percent proficiency for Building A is 85 percent, whereas, the All Students percent proficiency for Building B is 70 percent. The All Students Reducing the Non-Proficient AMO for Building A is 1.25 percent. The AMO for Building B is 2.5 percent (see calculations below). In order for Building A to make its AMO it must decrease annually the percentage of non-proficient students by 1.25 percent. In order for Building B to make its AMO it must decrease annually the percentage of non-proficient students by 2.50 percent.

$$\text{Building A, All Students Group: } ((1 - .85) \div 2) \div 6 = 1.25\%$$

$$\text{Building B, All Students Group: } ((1 - .70) \div 2) \div 6 = 2.50\%$$

Similar Reducing the Non-Proficient AMOs will be set for all identifiable subgroups at the building level. In Building A, English Language Learners (ELLs) are 78 percent proficient. In Building B, ELLs are 62 percent proficient. The ELL AMO for Building A is 1.83 percent. The ELL AMO for Building B is 3.17 percent (see calculations below). In addition to ELL students, building-level Reducing the Non-Proficient AMOs will be calculated for students with disabilities, free and reduced lunch status, ethnicity, and race.

$$\text{Building A, ELL Student Group: } ((1 - .78) \div 2) \div 6 = 1.83\%$$

$$\text{Building B, ELL Student Group: } ((1 - .62) \div 2) \div 6 = 3.17\%$$

District-level proficiency, for the All Students group and identifiable subgroups, will be aggregated across all tested students within a district. District-level Reducing the Non-Proficient AMOs will be calculated using the same method outlined above. This methodology ensures that each district has a customized AMO for each student group and student groups that are less proficient have larger AMOs.

As examples, consider two districts: District C is high performing. District D is low performing. For District C, the All Students percent proficient is 80 percent, whereas, the All Students percent proficient for District D is 60 percent. The All Students Reducing the Non-Proficient AMO for district A is 1.67 percent. The All Students Reducing the Non-Proficient AMO for District D is 3.33 percent (see calculations below). In order for District C to make its y AMO it must decrease the percentage of non-proficient students by 1.67 percent annually. In order for District D to make its AMO it must decrease the percentage of non-proficient students by 3.33 percent annually. Reducing the Non-Proficient AMO calculations will be performed at the district-level for ELL, students with disabilities, free and reduced lunch status, ethnicity, and race.

$$\text{District C, All Students Group: } ((1 - .80) \div 2) \div 6 = 1.67\%$$

$$\text{District D, All Students Group: } ((1 - .60) \div 2) \div 6 = 3.33\%$$

State-level proficiency AMOs, for the All Students group and identifiable subgroups, will be aggregated for all tested students across Kansas. State-level Reducing the Non-Proficient AMOs will be calculated using the same method described above for buildings and districts. This methodology ensures that Kansas has a customized AMO for each student group. These customized AMOs further ensure that student groups that are less proficient have larger AMOs.

As an example, the percent proficiency rate for Kansas in reading for 2010-11 is 87.5 percent for the All Students group. The state All Students Reducing the Non-Proficient AMO for reading would be 1.07 percent. In order for Kansas to make its All Students AMO in reading, buildings in aggregate must decrease the percentage of non-proficient students by 1.07 percent annually. State-level Reducing the Non-Proficient AMO calculations will be performed for ELL, students with disabilities, free and reduced lunch status, ethnicity, and race. State-level Reducing the Non-Proficient AMOs, based on 2010-2011 assessment data, are provided in Table 17.

$$\text{Kansas, All Students Group: } ((1 - .872875) \div 2) \div 6 = 1.0704\%$$

Table 17

State-Level Reducing the Non-Proficient AMOs Calculated for 2011.

Student Group	Reading AMO	Math AMO
All Students	1.07	1.32
Free & Reduced Lunch Status	1.66	1.96
Students with Disabilities	2.20	2.64
English Language Learners	2.50	2.30
Hispanics	1.87	2.00
African Americans	1.98	2.53
American Indians	1.72	2.01
Asian & Pacific Islanders	1.10	0.98
Multi-Racial	1.31	1.71
White	0.92	1.16

Because all four areas—achievement, growth, gap, and proficiency—are dimensions of the same state assessments, one expects that progress in one area will lead to progress in the others. Because our design is dynamic and sets in motion continuous improvement goals, we expect that as schools improve in each area, all schools will also be required to keep up with each other

Participation Rate AMO

The expectation in Kansas is that ALL students in the grades with state assessments will participate in those assessments. The AMO for participation rate, however, is 95%. The AMO is calculated for the All Students group, and when there are 30 or more members, the traditional subgroups (Free and Reduced Lunch, Students with Disabilities, ELLs, African-American, Hispanic, White, Asian, American Indian or Alaskan Native, and Multi-Racial students), in mathematics and reading.

English language learners (ELLs) in their first year of U.S. schooling must participate in the state's English language proficiency assessment (ELPA) and the mathematics assessment. ELLs who take the ELPA will count as participating in the state reading assessment.

Kansas continues to apply the policy of the U.S. Department of Education (March 2004) for calculating participation rates. Schools with high participation rates that experience a dip one year will have their participation data from the previous one or two years averaged with the current year's data. If the average meets or exceeds 95%, then the school will be classified as meeting the AMO. Students with medical emergencies are reviewed by KSDE on a case-by-case basis. District testing coordinators notify KSDE when a particular student is unable to take the state assessments during the entire testing window, including make-up dates, due to a significant medical emergency. If KSDE agrees with the situation, that student will be excluded when calculating participation rates.

The state accreditation system known as Quality Performance Accreditation (QPA) also has a requirement of 95% participation on state assessments. As a result, this supports the Participation Rate AMO. Schools have to meet both the performance criteria and the quality criteria in order to be accredited. If the school meets one or more of the performance criteria for two consecutive years, its accreditation status is *Accredited on Improvement*. Following is part of state regulation 91-31-32 which explains the performance criteria including participation and graduation; also see website for additional information <http://www.ksde.org/Default.aspx?tabid=1694>

91-31-32. Performance and Quality Criteria

- (a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation.
- (b) The performance criteria shall be as follows:
 - (1) Except as provided in subsection (d) of this regulation, having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board;
 - (2) having 95% or more of all students and 95% or more of each student subgroup take the state assessments;

- (3) having an attendance rate equal to or greater than that prescribed by the state board; and
- (4) for high schools, having a graduation rate equal to or greater than that prescribed by the state board.

Kansas has a high participation rate as a result of the expectation that all students be assessed and due to the long assessment window which is mid-February to early May. Participation rates for the “All Students” group ranged from 98.9% – 99.8% over the last four years. Likewise, the various subgroups in 2012 ranged from 97.8 ELL to 99.4 Whites.

Graduation Rates

High schools will continue to have the same graduation rate rules and definitions as approved in the Kansas Accountability Workbook. The four-year and five-year adjusted cohort graduation rates will be used for the annual measurable objectives (AMOs). The graduation goal is 80%. If a school is below that goal, it must meet the expected target to meet the AMO. Following are the expected targets:

- If a school’s rate is 80% or above, the AMO is met.
- If the rate is at least 50% but less than 80%, the AMO is a 5% improvement over last year’s rate.
- If the rate is at less than 50%, the AMO is a 3% improvement over last year’s rate.

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out). An example of the formula for the class of 2011 is:

2011 graduates (# of cohort members earning a regular HS diploma)

first time 9th graders in fall 2007 plus transfers in minus students who transfer out, emigrate, or die during 2010-2011, 2009-2010, 2008-2009 and 2007-2008

The minimum graduation rate—by either the 4-year or 5-year Adjusted Cohort Graduation rate—is 80 percent for both the four-year and five-year cohorts, but recognition is conferred for higher graduation levels. The criterion group—the group that counts for accountability—is the All Students group. The 4-and-5-year Adjusted Cohort Graduation rates of all the traditional subgroups will also continue to be reported on the Building, District and State Report Cards, but only the All Students group will be the criterion group—that is, failure of the All Students group to make the graduation goal means the district or school failed to make its AMO in this measure.

The state accreditation system, Quality Performance Accreditation, also uses the same goals and targets as in the approved Kansas Accountability Workbook. As a result, the AMO relating to graduation has strong accountability.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as Reward Schools . If the SEA’s methodology is not based on the definition of Reward Schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Kansas is identifying 10% of the Title I schools (66 schools) as Reward Schools using the same components established for determining the annual measurable objectives (AMOs) for achievement, Assessment Performance Index (API). Thirty-nine Reward Schools are identified for being the highest performing and twenty-seven for showing high progress.

Using the most recent four years of reading and mathematics state assessment data, all Title I buildings are ranked based on their yearly Assessment Performance Index (API) scores. These rankings are combined and then the buildings are ranked again. The Title I schools in the top 10 percent of all Title I schools based on four years of API scores will be identified as Highest Performing Schools.

To identify the High Progress schools, the API is used differently. The API rankings are converted to percentiles. Then the percentile rank from four years before is subtracted from each school’s percentile rank from the most recent year, to yield an absolute improvement in the rank of each school. The top ten percent of these schools are identified as High Progress Title I schools.

Neither the Highest Performing nor the High Progress Schools can have significant achievement gaps between the All Students group and any subgroup with 30 or more students. *Significant gap* is defined as a difference of 250 or more API points in the most recent year of data. This bars about four-and-a-half percent of the Title I schools from becoming High Progress or High Performing Schools. Figure 17 below provides a comparison of the High Progress schools selected by the API with those buildings that would have been selected based on the Percent Proficient. The Percent Proficient measure would select the same buildings as the API, but the API would identify an additional 10 buildings, over the 17 that would be identified by both the API and the Percent Proficient measure.

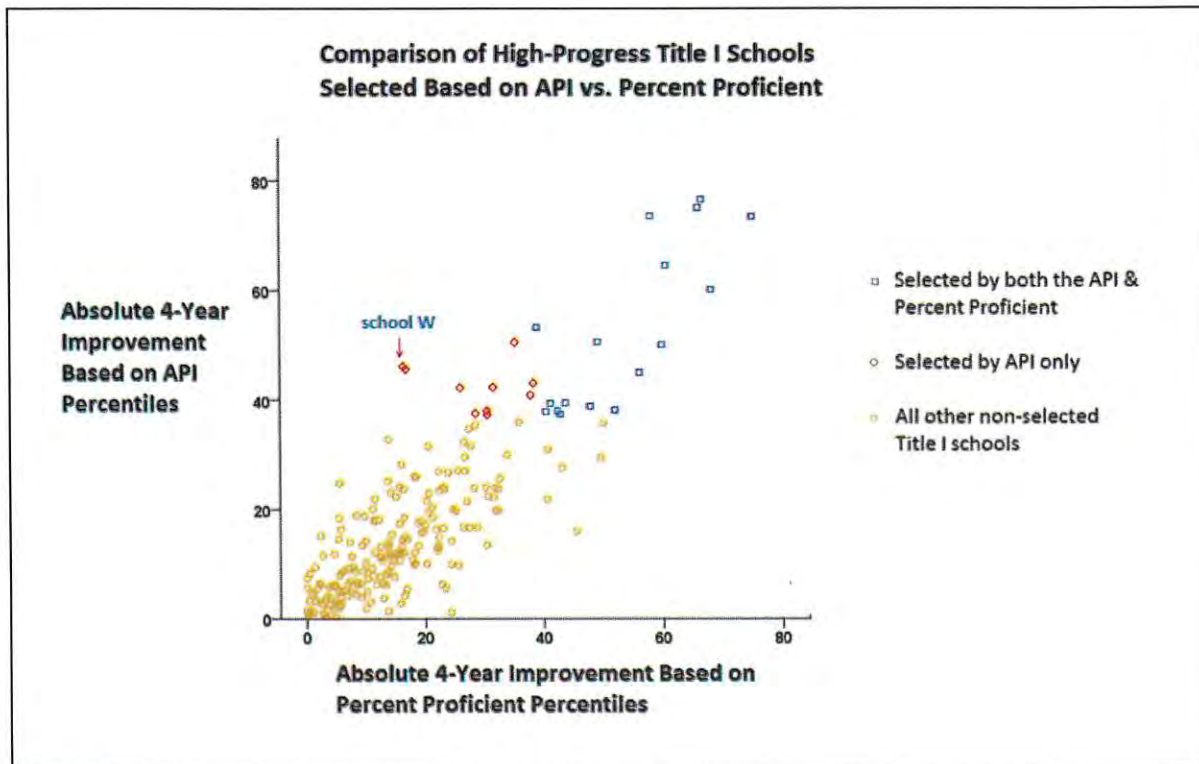


Figure 17

If we examine the schools identified as High Progress by both the API and Percent Proficient (the blue squares in the Figure 17 above), they are very similar in their absolute improvement based on the API or the Percent Proficient. On both measures, they have improved an average of about 53 percentage points. How are the ten buildings identified by the API different? To get some answers, let's examine the numbers for School W.

Table 18A

Why School W Should Be A High-Progress School Based on the API

	% below proficient	% at standard (minimum proficiency)	% at exceeds standard (next highest category)	% at exemplary (highest performance category)	total % at or above proficiency
2008	12.7	34.7	34.0	18.7	87.3
2009	8.5	35.6	32.2	23.7	91.5
2010	8.6	20.7	37.1	33.6	91.4
2011	6.7	14.0	36.0	43.3	93.3
4-year absolute change:	-6.0	-20.7	2.0	24.7	6.0

In four years, School W reduced the percentage of students below proficient by six points—not a lot in terms of volume, but the reduction is nearly half of the number that had been below proficient in 2008. What is a greater achievement, one that earns School W recognition as a High Progress School, is that over the same 4-year period, it moved twenty-five percent of its students into the highest performance category. The Percent Proficient measure would not capture this achievement and would not identify School W as a High Progress school. It would only see that the absolute improvement over the same four years was a six-point shift from below proficient to above proficient, and ignore the 25-point shift into the highest performance category.

The story is very similar if we compare the Reward Schools identified by the API to those identified by Percent Proficient. Of the 66 Title I schools that must be identified, 27 are High Progress Schools and 39 are Highest Performance Schools. Of the 27 High Progress Schools, the API and the Percent Proficient measures identify the same schools in 63 percent of the cases ($n = 17 / 27$). Of the Highest Performance School, the API and Percent Proficient measures identify the same schools in 72 percent of the cases ($n = 28 / 39$). In Figure 18, we show the mutually-identified Highest Performing Schools as red diamonds, those that would only be identified by the Percent Proficient measure as green diamonds, and those that would only be identified by the API as purple diamonds. The 17 High Progress schools that would be identified by both the API and the Percent Proficient measures are red triangles, while those that would only be identified by the API are blue triangles. There were no buildings that would have been identified as High Progress by the Percent Proficient measure alone. Why? The Percent Proficient is a count of students who cross a single threshold at the lower end of the score distribution. After a decade of No Child Left Behind efforts, relatively few students are available for movement over that single line. In other words, the top

range of the Percent Proficient measure is restricted, whereas the API has four thresholds and many more students available for crossing the higher ones. This is another illustration for why the API is the better performance measure for Kansas.

If we take the average measures of the Highest Performing schools, including those that would be selected by the API or the Percent Proficient measure, we see only a three-point difference in their average Percent Proficient measures: from 95 percent to 98 percent proficient (see Table 19 below). But we see that the API has recognized schools that have moved higher proportions of students into the higher two performance categories—79 percent—as compared to the lower percentage of students—74 percent—that the Percent Proficient schools have moved into the highest two performance categories. The same can be said for the High Progress Schools. Again, it appears that the schools selected by the API are the higher performing schools.

Table 19

	n	4-year Mean Percent- at- Proficiency	4-year Mean Percent in Meets Standard Perform. Cat.	4-year Mean Percent in Exceeds Perform. Cat.	4-year Percent- in- Exemplary Perform. Cat.	4-year Percent- in-the- Highest 2 Perform. Cat.
Highest Performing based on the API only	11	95 %	17 %	29 %	50 %	79 %
Highest Performing based on Proficiency only	11	97 %	23 %	35 %	39 %	74 %
Highest Performing based on both the API & Proficiency	28	98 %	14 %	32 %	52 %	84 %
High Progressing based on the API & Proficiency	17	86 %	29 %	31 %	26 %	57 %
High Progressing based on the API only	10	87 %	27 %	30 %	30 %	60 %

Of the two groups of Highest Performance Schools, those that would be selected by the API versus those that would be selected by the Percent Proficient measure, the story is the same if we compare the individual schools with the most extremely different values. In Figure 18 and the Table 20 below, School A, the API school with the highest API rank, has 83 percent of its students in the

highest two performance categories, while School Z, the Percent Proficient School with the lowest API rank, has only 68 percent of its students in the highest two categories. There is only a two-point difference between the schools on the Percent Proficient measure. If we compare the two schools that most differ on the Percent Proficient measure, School Y and School Z, the differences cancel each other out. The school selected by the API, School Y, in the highest two performance categories, has a seven-point advantage over the school selected by the Percent Proficient measure, while School Z has a six-point advantage in the Percent Proficient measure.

Table 20

	Cum. Percent-at-Proficiency Rank	Cumulative API Rank	4-year Percent-at-Proficiency	4-year Percent-in-the-Middle Perform. Cat.	4-year Percent-in-the-Highest 2 Perform. Cat.
School A	442	529	95 %	12 %	83 %
School Y	338	485	91 %	16 %	75 %
School Z	491	423	97 %	30 %	68 %

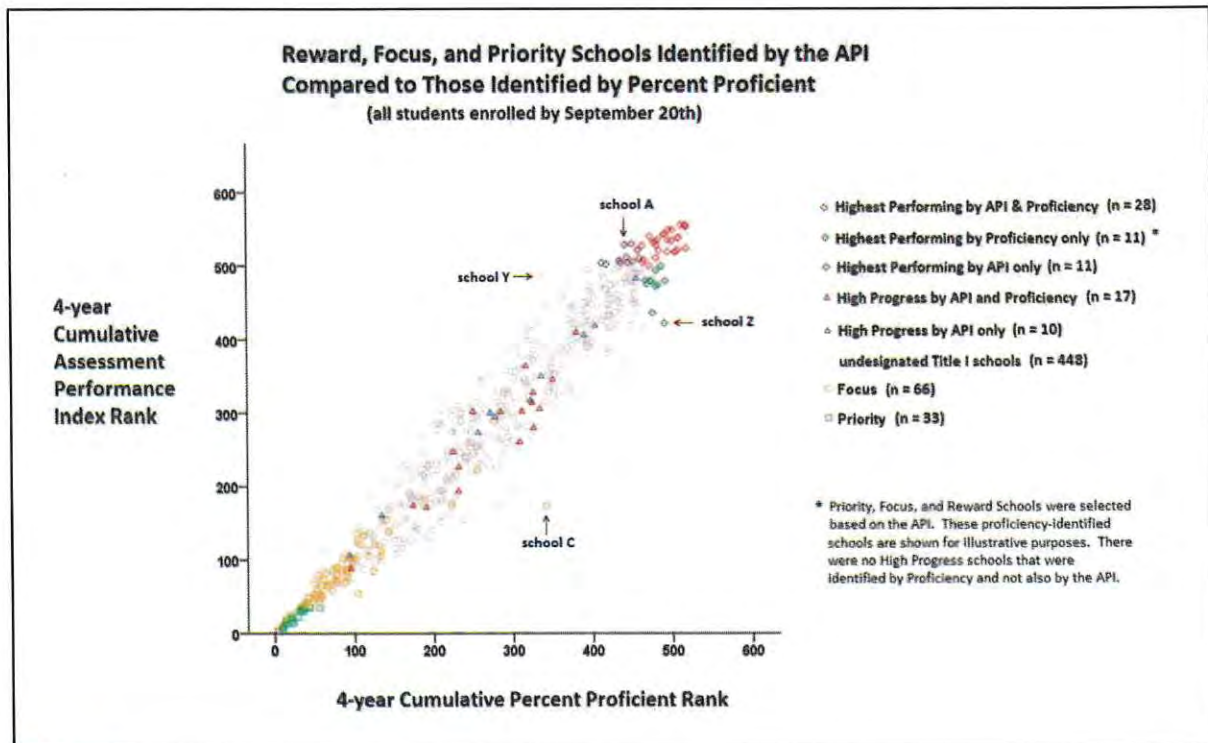


Figure 18

2.C.ii Provide the SEA's list of Reward Schools in Table 2.

The Kansas State Department of Education has created a preliminary list of Reward Schools utilizing the Assessment Performance Index (API) described in section 2.C.i; however, KSDE intends to finalize the list when the 2012 state reading and mathematics assessment results are available.

The preliminary list includes 10% of all Title I schools for a total of 66 schools.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The Kansas State Department of Education (KSDE) understands that in order to achieve the desired student learning and outcomes for all students, each level of Kansas' education system has overlapping responsibilities. As a result, while the point of state identification of reward, making progress, not making progress, priority, and Focus Schools is made at the building level, the point of state intervention is at the district level. It is the belief of the KSDE that the responsibility of the state is to provide leadership and direction to districts, including the provision of technical assistance at the district level to develop the capacity of districts to support schools. Districts have the responsibility of providing leadership and direction to schools, including the provision of technical assistance at the building level to develop the capacity of schools to meet the needs of all learners. Schools, in turn, have the responsibility to increase the capacity of staff to meet the needs of all learners. This shared responsibility ensures that effective intervention occurs at the district, building and student levels and results in improved student learning and outcomes. This concept of shared responsibility is seen in the accountability and processes described in the waiver, particularly for districts that have one or more priority and Focus Schools.

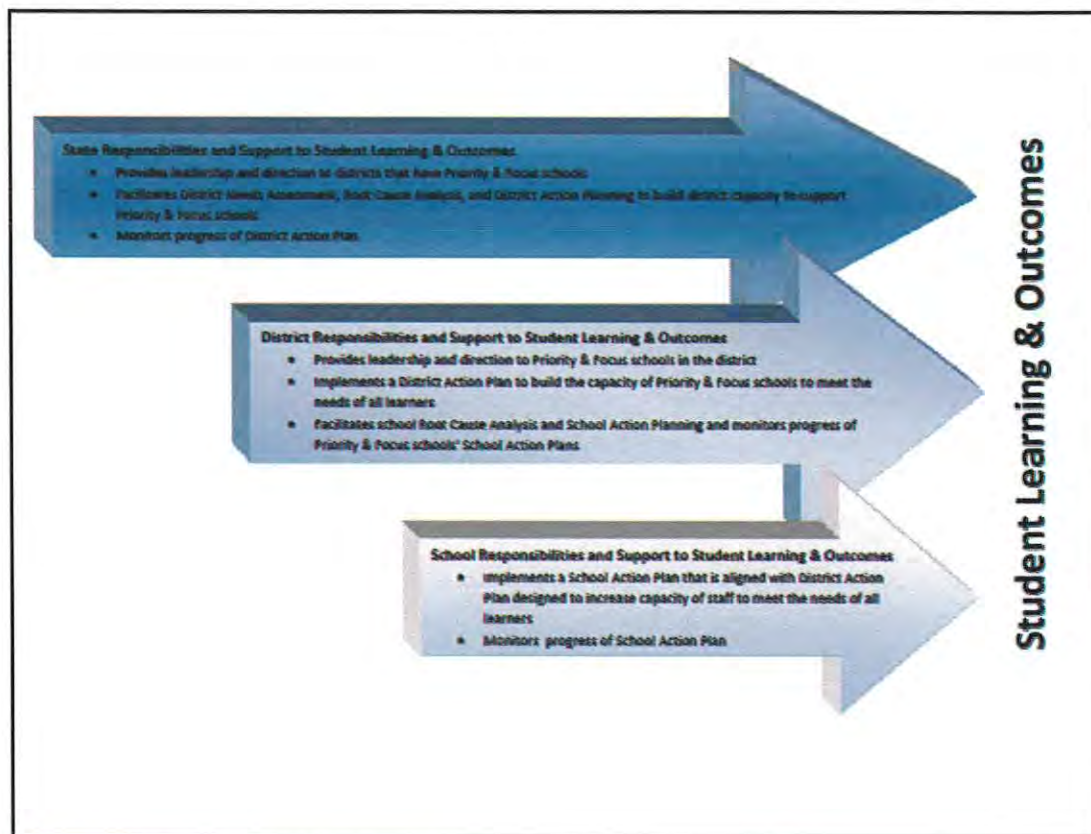


Figure 19

Reward Schools are identified as the top 10% of the total number of Title I schools across the State of Kansas. The awards given to Reward Schools will be repeated if the school remains in the top 10% of Title I schools over multiple years.

- The Kansas State Department of Education (KSDE) and the Kansas State Board of Education (SBOE) will recognize districts with a Reward School(s) at a state board meeting. State board members, along with Kansas legislators, will be invited to award school districts with a Reward School(s) status by attending the Reward School and presenting the school with a certificate. Award events will be coordinated by the KSDE. In addition, the Reward School(s) will receive a banner for the school website which can be displayed to notify the public of the school status. KSDE will issue a press release announcing the status of the Title I school as a Reward School. If funding provides, each school will be presented with a gift that will be visible to the public to show the status of the Reward School. Gifts might include: banners, entrance mats, signage, “red chairs,” etc.
- Districts with Reward Schools will have the option to present at the Annual KSDE Conference with fees waived for presenters.
- Districts with Reward Schools will have the opportunity for staff to attend a KSDE sponsored event of their choice with a reduced fee.
- In order to share the successes and ideas leading to reward status, staff from districts with Reward Schools will be provided with opportunities to serve as mentors to focus or Priority Schools with similar demographic compositions. The staff of Reward Schools will expand their expertise by working with an identified mentee school. A stipend, if available, will be granted for incurred expenses. The type of mentoring to be established will be determined by the summary of results of District Needs Assessments (DNA) conducted with the district that has either focus and/or Priority Schools.
- Kansas has demonstration school sites that serve as models for effective instruction that utilize evidenced-based practices across the state. Districts with a Reward School(s) may choose to have the school be evaluated as a demonstration site if the criteria are met.

It is expected that each district with a Reward School(s) will continue to take steps necessary to ensure the systemic implementation and sustainability of evidence-based practices, effective family engagement, and meaningful interventions to ensure students with disabilities and English Language Learners demonstrate progress.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as Priority Schools. If the SEA’s methodology is not based on the definition of Priority Schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

How are Priority Schools identified?

States are required to identify a number of the “lowest performing schools equal to at least five percent of the State’s Title I schools. . .” In 2010-2011, Kansas had 668 Title I schools; Kansas is identifying thirty-three Title I schools as Priority Schools.

As described in detail in Section 2.B above, Kansas is using the results of the *All Students* group as measured by the Assessment Performance Index (API) to identify Priority Schools.

KSDE calculates the Assessment Performance Index (API) based on all students in reading and mathematics for each of the most recent four years. The API is calculated by assigning points to each of the top four proficiency levels in fixed and equal increments of 250 points. At the lowest performance level, no points are awarded. The school can earn up to 1,000 points for each student who advances from the lowest proficiency level to the highest proficiency level. (Refer to Achievement AMOs for additional information on the API.)

All schools are ranked annually based on their calculated API. Then the ranks for each year will be added and ranked again, to yield a single API rank for each school. Only schools with at least four years of assessment data in reading and mathematics are included. Each of these rankings will be part of the calculations, not published indices. The Title I schools in the bottom 5% of the rankings are identified as Priority Schools.

2.D.ii Provide the SEA's list of Priority Schools in Table 2.

The Kansas State Department of Education has a preliminary list of Priority Schools; however, the districts and schools have not been notified of this preliminary status. In addition, KSDE intends to finalize the list when the 2012 state assessment results are available.

The preliminary list includes the lowest 5% of Title I schools based on both achievement and lack of progress of the all students group using the Assessment Performance Index (API). There are 33 schools on the list. Of the 33 schools on the preliminary list, 26 are identified using the Assessment Performance Index and 7 are "SIG" schools. The SIG schools are ones that receive Section 1003(g) School Improvement Grant (SIG) funds to implement one of the four identified reform models. Four of the SIG schools will be in their third year of SIG implementation in 2012-2013; one will be in year two and two schools will just begin implementing their grants. All of the priority schools are elementary or middle schools. No high schools are identified as priority schools. No Priority Schools were identified based on graduation rate. Only nineteen high schools are participating in Title I this year; all nineteen had graduation rates above 60%.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with Priority Schools will implement.

The KSDE understands that in order to achieve the desired student learning and outcomes for all students, each level of the Kansas' educational system has overlapping responsibilities. As a result, while the point of state identification of reward, making progress, not making progress, priority, and Focus Schools is made at the building level, the point of state intervention is at the district level. It is the belief of the KSDE that the responsibility of the state is to provide leadership and direction to districts, including the provision of technical assistance at the district level to develop the capacity of districts to support schools. Districts have the responsibility of providing leadership and direction to schools, including the provision of technical assistance at the building level to develop the capacity of schools to meet the needs of all learners. Schools, in turn, have the responsibility to increase the capacity of staff to meet the needs of all learners. This shared responsibility ensures that effective intervention occurs at the district, building and student levels and results in improved student learning and outcomes. This concept of shared responsibility is seen in the accountability and processes described in the waiver, particularly for districts that have one or more priority and Focus Schools.

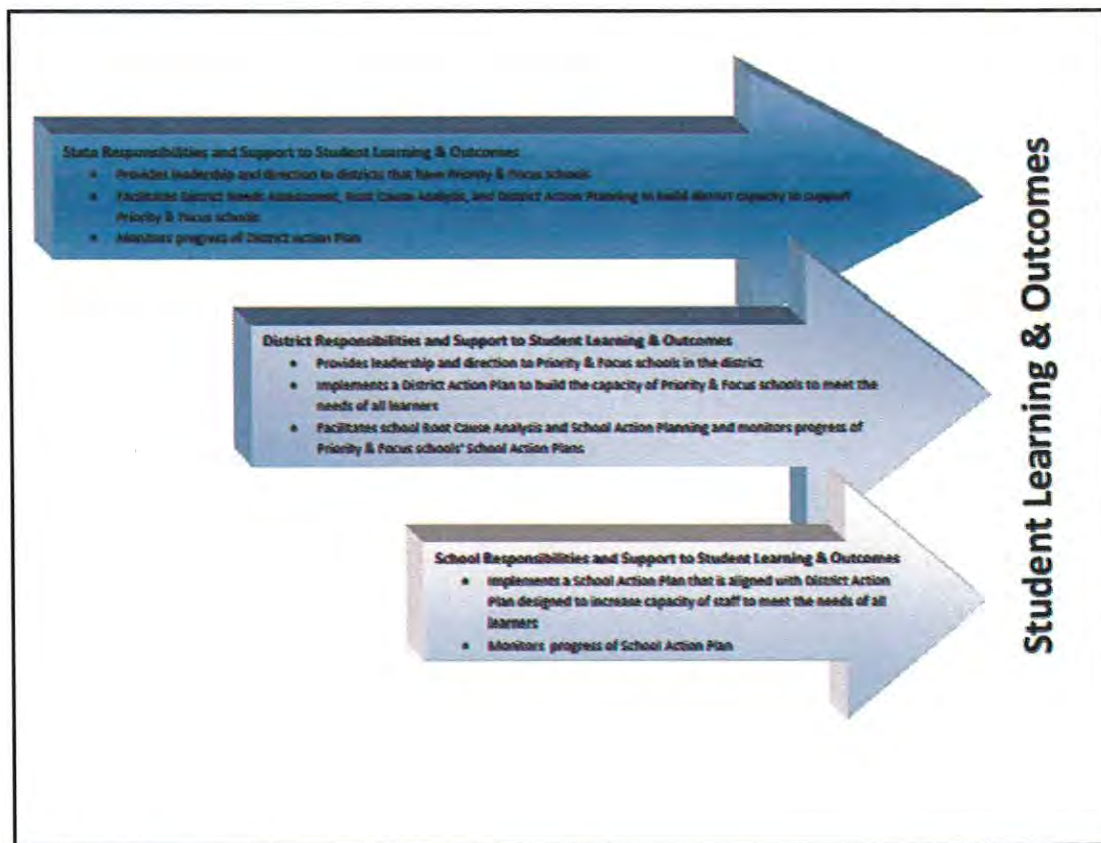


Figure 20

KSDE will support districts with Title I Priority Schools in the identification of the root causes of the low achievement through the Districts Needs Assessment (DNA) and apply meaningful interventions that support the implementation of effective practices to address the issues. KSDE's School Integrated Innovation Coordinator with the Kansas Integrated Innovation Team (KIIT) will select and facilitate the work of an objective external entity, to conduct the DNA, use data from the DNA to develop the District and School Action Plans evaluation and review progress of the District and School Action Plans. The process of procuring, monitoring, and evaluating outside providers is described in more detail in section 2.G of this waiver.

The KSDE believes that school improvement is best achieved and sustained when approached systemically. This approach is consistent with the major SEA initiative; Kansas Multi-Tier System of Supports (MTSS) framework. The Kansas MTSS framework encourages system level alignment and support to schools. The DNA provides a method by which to assess and address individual school needs, ensuring that individual school policies, practices, and procedures are aligned at the district level so that sufficient support can be provided to the individual schools to ensure implementation fidelity and sustainability.

The District Needs Assessment (DNA) is comprised of a variety of metrics that together assess the entire system at both the district and the building levels. These metrics include School Needs Assessments (SNAs), classroom observations, survey responses from teachers and administrators, small focus groups of various constituents answering specific questions about the school district and follow up to determine strengths and challenges in order to determine technical assistance necessary in order to achieve change within a school or district.

One of the first activities is to conduct a DNA of participating districts, focused on the ability to foster and sustain a school improvement process. The DNA encompasses an analysis of student achievement and other data; surveys of teachers, principals, and district administrators; and two-day site visits that include interviews and focus groups with students, parents, civic leaders, teachers, instructional coaches, principals, district administrators, and board members as well as classroom observations.

DNA activities are designed both to identify strengths and challenges leading to recommendations for improvement and technical assistance. Strengths and challenges identified in the DNA are summarized in the four correlate Areas: Leadership; Empowering Culture and Human Capital; Curriculum, Assessment, Instruction, and Professional Development.

In order to select meaningful interventions that will promote systemic change to benefit all student populations, districts with Title I Priority Schools must support the



Figure 21

implementation of strategies and interventions that are evidenced -based and appropriate in delivery and intensity. One of the goals of the Kansas State Board of Education is to support the Kansas Multi-Tier System of Supports (MTSS).⁵⁰ The MTSS is implemented in effective schools across Kansas and is a systemic approach to supporting the learning of all students, including students with disabilities and English Language Learners by helping districts/schools build a continuum of increasingly intense, evidence-based interventions designed to match students' academic and behavioral needs.

Many of the principles and practices included within a MTSS align with and support the turnaround principles.⁵¹ Both MTSS and the turnaround principles focus on system level change across the classroom, school, and district. Together these models encompass the important roles of professional development/technical assistance, culture, leadership, teaching and learning in all student learning experiences. Effective schools that have implemented MTSS principles with fidelity have improved how Kansas districts serve students with disabilities and English Language Learners. When implemented with fidelity, the MTSS results show higher graduation rates and, conversely, a lower dropout rate for all students.

Changes in instruction, staffing and operations are best understood and addressed by district- and building-level administration and staff working in collaboration. The Self-Correcting Feedback Loop (SCFL) is a communication tool that utilizes a problem-solving process to continually collect data, analyze results and make adjustments aimed at positively influencing student learning and achievement. (Figure 22) The forces behind the self-correcting feedback loop are teams working in concert toward a common vision. The Cycle of Improving Instruction represents the work of collaborative teams comprised of teachers and support staff who are in charge of analyzing data at the grade, classroom, small group and individual student levels. Collaborative teams have the ultimate responsibility of informing the building leadership team of how the system is operating. Information is proactively communicated to the building leadership team for a timely, effective response. The Cycle of Improving the Building System represents the work of the building leadership team. The building leadership team, led by the building principal is responsible for making all the pieces of the system function effectively and ensuring that student learning is monitored and evaluated. This team has the ultimate responsibility of ensuring the system is intentionally redesigned so that each student is learning.

In addition to the crucial communication between the collaborative teams and the building leadership team, communication with the district leadership team must occur. This is a reciprocal communication, as the building leadership team seeks to share information about successes as well as any need for support from the district. The district, in turn, shares district decisions that the building leadership team needs for sustainability and improved student outcomes. The district

⁵⁰ <http://www.kansasmtss.org/resources.htm>

⁵¹ <http://www.kansasmtss.org/all/Kansas%20MTSS%20Innovation%20Configuration%20Matrix.pdf>

leadership team is made up of members representing schools in the district as well as district leaders who are decision makers in the areas of curriculum, instruction, assessment, students with disabilities and English Language Learners. The Cycle of Improving the District System describes the responsibility of the district leadership team to ensure that the district system has all the components functioning effectively to support implementation of evidence-based interventions based on the turnaround and MTSS principles in the Priority Schools. Just as the communication and collaboration must occur at the classroom, building and district level, they must also include the state level. The KSDE will intentionally work and communicate with districts that have Priority Schools to provide technical assistance in order to support systemic change and position the district for the sustainability of evidence-based interventions for improved student outcomes.

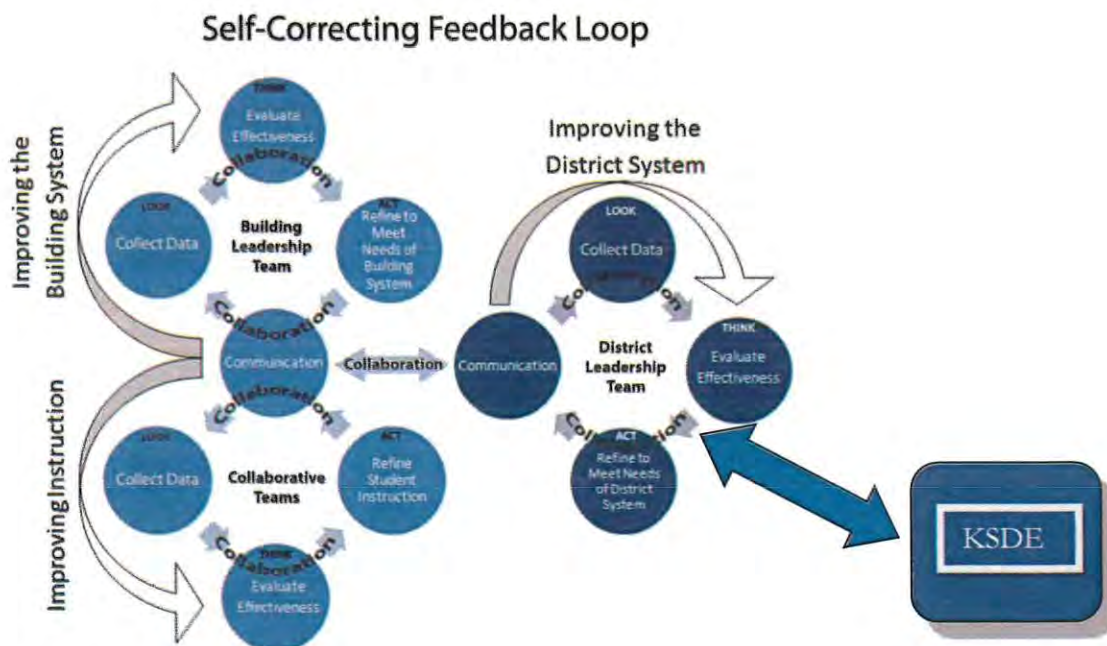


Figure 22

INTERVENTIONS

The communication loop illustrated above will enable KSDE to work effectively with districts with Priority Schools as the following required strategies based on all seven turnaround principles and the MTSS principles described in the MTSS Innovation Configuration Matrix are implemented in those schools:

Provide Strong Leadership

- Review the performance of the current principal
- Replace the principal if such a change is necessary to ensure strong and effective leadership; or demonstrate to the KSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

Enable Effective Educators

- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Based on teacher evaluation, prevent ineffective teachers from transferring to priority or Focus Schools.
- Provide job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions.

Maximize Learning Time

- Redesign the school day, week, or year by adding time before and after school or additional time during the summer.
- Incorporate time for teacher common planning and collaboration.

Ensure Rigorous Curriculum

- Review the district's curriculum and instruction by completing a curriculum analysis.
- Use curriculum analysis results to ensure that all academic curricular materials and instructional practices implemented are aligned, research-based, rigorous, and relevant based on needs of students.
- Review the preK-12 curriculum to verify it is aligned with the Kansas Common Core Standards.

Utilize Data Analysis

- Use student data to inform and differentiate student instruction and to provide tiered interventions.
- Identify and schedule dedicated time for collaborative teams to review and analyze student data for the purpose of adjusting student instruction, for example, Professional Learning Communities (PLCs), departmental meetings or grade level meetings.

Establish Safe School Environments

- Establish school environments that improve school safety and discipline and address other non-academic factors that impact student achievement such as students' social, emotional, and health needs.

Grow Family and Community Engagement

- Develop and implement a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators.

The ESEA Flexibility Request requires districts with Priority Schools to implement interventions aligned with the turnaround principles in each of those schools. The expectation is that all principles will be implemented according to the timeline detailed in section 2D.iv of this waiver request.

Districts with Priority Schools, in addition to the above requirements, will select, as appropriate, additional strategies/practices found in the Menu of Meaningful Interventions.

Menu of Meaningful Interventions

Turnaround Principle: Provide Strong Leadership

Ensure that leaders are effective:

- Review the performance of the current principal
- Replace the principal if such a change is necessary to ensure strong and effective leadership; or demonstrate to the KSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
- Ensure that formal leadership teams exist at district, building and site levels and include representation from: administration, staff, learners, families, community collaborators.
- Identify and communicate the roles and responsibilities for each district/building leader.
- Ensure that each leadership team meets regularly to address learner academic success in an integrated manner and shares information with district, building and community.
- Provide professional development for leadership teams with a focus on instructional leadership based on data and input from staff and community.
- Require professional development for the school's leadership team on effective staffing practices.
- Ensure that leadership teams regularly engage in formal problem solving using district/building/site level data that allows for data-based decision making for both academics and behavior.
- Ensure that the leadership teams clearly identify the implement multiple indicators of academic and behavioral success and formally communicate those indicators as measures of learning.
- Provide professional development for principal on the collection, analysis and use of instructional data.
- Implement targeted technical assistance and professional development that is based on data from the District Needs Assessment.

Turnaround Principle: Enable Effective Educator

Allow all teachers to be effective and able to improve instruction:

- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Based on teacher evaluation, prevent ineffective teachers from transferring to priority or Focus Schools.
- Provide job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions.
- Develop long-term professional development plans for all staff and administrators with activities tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
- Provide professional development for school staff on the collection, analysis and use of instructional data.
- Require professional development in the use of research-based instructional practices.
- Deploy a standards-based teacher evaluation system that measures the use of meaningful instructional practices.
- Invite outside Master Educators to conduct observations in the school as part of a comprehensive evaluation process that have experience in the use of meaningful instructional practices.
- In order to share effective practices, pair Master Educators from mentor schools with teachers in mentee schools.
- Make certain that all staff have a collaborative responsibility for data-based decision making and problem solving to improve student learning.
- Implement strategies such as financial incentives, increased opportunities for promotional and career growth, and more flexible work conditions for teachers who are effective.
- Implement a goals-based walk-through process for classroom observation.
- Monitor and evaluate the fidelity of implementation of Multi-Tier System of Supports by using specific instruments, (such as MTSS Innovation Configuration Matrix), to measure impact.

Turnaround Principle: Maximize Learning Time

Ensure the school's calendar and schedule is effective and efficient:

- Redesign the school day, week, or year by adding time before and after school or additional time during the summer.
- Incorporate time for teacher common planning and collaboration.
- Provide sufficient time for core, supplemental and intensive instruction that is protected from controllable interruptions and monitored to ensure that planned time is actualized.
- Create a schedule that allows for the planning and implementation of team- or co-teaching.
- Participate in and implement strategies defined in a time audit.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Turnaround Principle: Ensure Rigorous Curriculum

Strengthen the school's curriculum and instruction:

- Review the district's curriculum and instruction by completing a curriculum analysis.
- Use the curriculum analysis results to ensure that all academic curricular materials and instructional practices implemented are evidence-based, rigorous, and relevant based on needs of students.
- Review the preK-12 curriculum to verify it is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the use of academic core, supplemental and intense curricular materials and programs that teachers are responsible for providing, which is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the Kansas Common Core Standards and in the use of targeted evidence-based instructional practices/strategies.
- Implement a process to check the fidelity of academic curricula and program implementation and instructional practices for students at all levels with feedback and coaching to staff provided throughout the year.
- Promote continuous use of student data to differentiate the curriculum, inform tiered interventions and validate instructional strategies as described within a properly implemented MTSS framework .
- Deploy an assessment and data analysis system.

Turnaround Principle: Utilize Data Analysis

Use data to inform instruction for continued improvement:

- Use student data to inform and differentiate student instruction and to provide tiered interventions as described within a properly implemented MTSS framework .
- Identify and schedule dedicated time for collaborative teams to review and analyze student data for the purpose of adjusting student instruction. (PLCs, departmental meetings, grade level meetings)
- Conduct data-based decision making at district, building, and classroom levels and for supplemental and intensive instruction.
- Ensure that all staff are actively involved and trained in the problem solving process and use it consistently to guide academic decisions.
- Provide professional development to ensure that all staff members develop a complete understanding of how to analyze collected data and how to interpret and report results accurately and consistently, including helping families understand the meaning and use of data.
- Promote the use of both qualitative and quantitative data.
- Identify specific responsibilities for data coordinator for district/building data.
- Promote student awareness and use of data to monitor their academic progress.

Turnaround Principle: Establish Safe Environment*Establish a safe school environment:*

- Establish school environments that improve school safety and discipline and address other non-academic factors that impact student achievement such as students' social, emotional, and health needs.
- Enhance staff motivation and capacity to be actively involved in decision making and leading from within.
- Provide professional development to help the leadership team monitor and take actions to continue to improve the climate and culture of school.
- Analyze school safety and discipline data to determine if the structural component is in place to maintain a safe learning environment.

Turnaround Principle: Grow Family and Community Engagement

Provide ongoing mechanisms for family and community engagement:

- Develop and implement a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Promote and support parent groups.
- Hold public meetings to review school performance and plan school improvement strategies and interventions.
- Conduct a survey to gauge parent and community satisfaction.
- Implement a complaint procedure for families and community.
- Coordinate with local social and health agencies to help meet student and family needs.
- Provide parent education classes (GED, literacy, ESL).
- Support early childhood education programs that provide young children with early learning experiences.

REQUIRED PROCESSES

Following is a 3-year timeline indicating what happens each year within a district that has one or more Priority Schools to ensure that required, meaningful interventions aligned with the turnaround principles are fully implemented in Priority Schools.

Kansas will identify thirty-three Priority Schools, and based upon preliminary data, all of the Priority Schools are concentrated in only four school districts, and of those seven are SIG schools. Because groundwork has already been laid in the seven identified SIG Priority Schools, full implementation of all seven turnaround principles will be achieved in those buildings in 2012-2013, with full rollout of the turnaround principles in all remaining Priority Schools occurring in 2013-2014. The 2012-2013 school year will be a year of planning and pre-implementation for the non-SIG schools; their years of full-implementation will be 2013-2014, 2014-2015 and 2015-2016. In 2012-2013, four of the SIG schools will be in year 3 of implementation of SIG, 1 will be in year 2 and 2 schools will be in year 1.

For each year, there are processes that the State, Districts and the Priority Schools must follow. Districts with identified Priority Schools must adhere to the following processes:

Year 1 Requirements:

District-level

Planning

- Participate in the DNA to be conducted by an objective external entity determined by KSDE. The DNA will identify current effective practices aligned with the turnaround principles, address challenges, and culminate in an analysis of both district- and school-level data in relationship to the existing deficiencies in achievement gain, growth, and gap.
- Assign a district level Integrated Innovation Coordinator (IC). This is a local staff person assigned by the district in collaboration with KSDE to oversee the work of an Integrated Innovation Team (IIT) and the efforts to create and carry out the District Action Plan (DAP) and School Action Plan(s) (SAP) which will be developed using data from the District Needs Assessment (DNA).
- Create and convene an Integrated Innovation Team (IIT), including the KSDE appointed District Integrated Innovation Coordinator, the Improvement Coordinator, representatives from the district and school leadership teams from each Priority School, including a parent/family member or site council member. This team will be responsible for overseeing

a District Needs Assessment (DNA) and creating a three-year District Action Plan, which will be reviewed annually in order to monitor progress.

- Use the results of the DNA to determine needs to be addressed in the three-year District Action Plan. The IIT, including the KSDE appointed District Integrated Innovation Coordinator, will conduct root cause analysis to increase the district's understanding of issues in the district and the Priority School (s) related to the turnaround principles. This should include deep analysis of student data, including specific student subgroups such as students with disabilities and English Language Learners, and be sufficiently comprehensive as to identify the root cause(s) of the lack of progress. Root cause analysis is critical for providing support to Priority Schools. As a tool, root cause analysis leads teams of educators to arrive at decisions to improve student learning and outcomes by focusing organizational effort on removing barriers to student success. The process of root cause analysis supports educators to understand issues ranging from the district policy level all the way down to the classroom level so that interventions may be selected to address the root cause(s) of the problem(s) rather than addressing the symptoms. This reduces wasted effort and ensures that resources are used efficiently. In Kansas, the root cause analysis model used was developed by Paul G. Preuss. In his book, *A School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*, Preuss offers a variety of tools and a process geared specifically to educational settings. Training on this model of root cause analysis has already been provided for many KSDE staff and Technical Assistance Systems Network (TASN) providers. Ongoing professional development, however, will be provided for KSDE to ensure that anyone serving in the role of District Integrated Innovation Coordinator has the skill to support district IITs in order to engage in effective root cause analysis. Following the root cause analysis, the team will review the required interventions for Priority Schools and begin to specifically plan how those interventions will be addressed in the DAP.
- Write a three-year District Action Plan to indicate specifically how each required intervention will be carried out. The District Action Plan will outline the district-level plan for addressing needs in the district and in each of the Priority Schools in the district, including:
 - goals and benchmarks for each intervention to be implemented
 - how the district will ensure on-going targeted technical assistance and professional development are taking place to support each intervention,
 - how funds will be directed to support interventions and strategies,
 - how the district will monitor and measure effectiveness of interventions and strategies, as well as
 - how the district plans to inform and engage families and the community to support student learning.
 - All District Action Plans (DAP) must include professional development in the areas of family and community engagement, students with disabilities, English Language

Learners and must incorporate an annual review of the involvement policy and school-parent compact as required in Title I, Section 1118.

- Each district with at least one identified Priority School shall reserve 20% of the district's Title I allocation to support the actions contained in the District Action Plan and School Action Plan(s). If the District demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.
- Electronically submit the District Action Plan (DAP) to the Kansas Integrated Innovation Team for review and approval.

Implementation

- Immediately upon DAP approval, undertake steps necessary for installation of support necessary to carry out the plan and begin initial implementation. Kansas relies on research regarding implementation that is provided by the National Implementation Research Network (NIRN). While the sense of urgency to ensure districts and schools implement improved practices is extremely high, it is important to attend to providing support that is consistent with the research that describes how to successfully implement new practices in a systematic way to increase the chances that full implementation and sustainability of those practices will occur. Critical steps for districts during Year 1 include ensuring funding streams, human resources and policy development so that the DAP may be carried out. This may include such things as realignment of staff or hiring new staff, securing space, technology, lining up meetings and training, etc. With structures in place, initial implementation can begin as outlined in the DAP.

Technical Assistance

- The district will provide assistance to each Priority School utilizing school-level data and other information from the DNA to write and implement a School Action Plan (SAP). Assistance may be provided by members of the district's Integrated Innovation Team (IIT), other district personnel, or from external technical assistance providers as is determined. This assistance may include support for root cause analysis, intervention selection, implementation planning, setting goals and benchmarks, data collection and analysis for evaluation of intervention implementation and effectiveness, including planning for needed professional development, and writing the plan. This district level assistance will ensure that each Priority School has sufficiently addressed the needs of specific student subgroups, including African-American students, students with disabilities and English Language Learners.

- The district will ensure ongoing targeted technical assistance and professional development is provided to each Priority School as each SAP is implemented. Assistance may be provided by members of the districts' IIT, other district personnel, or from external technical assistance providers. This assistance may include support such as providing professional development, overcoming barriers to implementation, and supporting schools in data collection and analysis to determine if interventions are being implemented and are effective.

Ongoing Progress Monitoring

- Participate in monitoring activities conducted by KSDE. Each district with a Priority School(s) will be monitored through two onsite visits and one electronic review of student outcome data.
- At the end of the school year, the Integrated Innovation Team (IIT) will conduct a Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP. This assessment will utilize district- as well as school-level data from each Priority School to evaluate whether benchmarks are being met and measurable progress is being made to reach the goals set forth in the District Action Plan.
- Based on a review of the Plan Implementation Assessment, modifications to the District Action Plan (DAP) will be made by the IIT. Progress and any modifications to the DAP will be reported to the Kansas Integrated Innovation Team (KIIT.)
- Use feedback from the KIIT to address any directed changes in the DAP, including how funds will be utilized to provide specific technical assistance and professional development to accelerate progress for the following year.

School-level

Staff members from each Priority School will participate in the District Needs Assessment (DNA) process as necessary.

- Member(s) of the School Leadership Team from each Priority School will work as part of the district's IIT to develop and write a three-year District Action Plan (DAP) to reflect how the district will support implementation of required interventions at the district level and at each Priority School.
- The School Leadership Team, including a parent/family member or site council member, will work with the district to develop a School Action Plan (SAP). The steps to develop the SAP will include:

- Review the DAP to identify the specific interventions to be addressed at the Priority School.
- Write the SAP to include goals and benchmarks, the strategies to implement the interventions, a timeline of implementation, what/when data will be collected to determine if the interventions are being implemented and are effective, and how staff members involved in implementing the interventions will be supported. All SAPs must include professional development for school staff in the area of family and community engagement and must incorporate an annual review of the parent involvement policy and school parent compact as required in Title I Section 1118.
- Determine how families will be informed of the SAP and how meaningful family and community engagement will be implemented throughout the school year.
- Implement SAP as intended. School Leadership Team should monitor implementation as planned and assist staff in overcoming barriers to implementing the interventions.
- Participate in monitoring activities conducted by KSDE. Each district with a Priority School(s) will be monitored through at least two onsite visits and one electronic review of student outcome data.
- Collect and analyze data regarding the implementation of the SAP including the resulting impact (i.e. Are interventions being implemented? Are the interventions effective?).
- School Leadership Team evaluates whether benchmarks are being met and enough progress is being made to reach the goals set forth in the SAP and whether or not the SAP should be modified. If it is determined that modifications to the SAP are needed, work with the district IIT to make the modifications.
- Report data and any SAP modifications to the district IIT.
- As part of the district IIT, School Leadership Team member(s) participate in the end of year Plan Implementation Assessment to determine progress made and any needed modifications to the DAP.

State-level

- Convene a KSDE Integrated Innovation Team (KIIT), facilitated by the KSDE School Integrated Innovation Coordinator and comprised of cross-departmental KSDE education consultant(s) to oversee the provision of state-level support and technical assistance to each

district with one or more Priority Schools. KIIT assistance will include assigning a District Integrated Innovation Coordinator to each district and may also include providing guidance regarding process and timelines as well as ongoing monitoring and feedback to support improvement planning and implementation. The KIIT will assist in connecting districts with other technical assistance resources that align with implementation of successful statewide initiatives such as participation in the academies that provide information on the Kansas Common Core Standards.

- Assign a District Integrated Innovation Coordinator to each district with a Priority School. One role of the KIIT is to ensure that a District Integrated Innovation Coordinator is assigned to support each district's IIT. The District Integrated Innovation Coordinator will provide support to the district IIT throughout the District Needs Assessment (DNA) and subsequent District Action Plan (DAP) development, Plan Implementation Assessment (PIA) and revisions to DAPs over time.
- Determine and secure the external entity that will conduct the District Needs Assessment (DNA) for all districts with Priority Schools and ensure that DNAs are carried out in an efficient and timely manner.
- Establish regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Priority Schools are progressing with Year 1 requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.
- Conduct monitoring activities in each district with a Priority School including scheduling and carrying out two onsite visits and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP.
- Review end of year report of progress and DAPs from each district with one or more Priority Schools.
- Provide written feedback to the District Integrated Innovation Team (IIT) regarding progress. If the KIIT determines that progress is not sufficient (i.e. interventions are not being implemented or is not sufficiently progressing toward goals and benchmarks outlined in the DAP), direct the district to utilize set aside funding for specific technical assistance, professional development, etc., to accelerate progress for the following year.

Year 2 Requirements:***District-level***

The district IIT supports and monitors the implementation of the District Action Plan (DAP) and each Priority School's School Action Plan (SAP) through the following methods:

- Provide ongoing targeted technical assistance and professional development to the Priority Schools as each SAP is implemented. Assistance may be provided by members of the district's IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support such as providing professional development and overcoming barriers to implementation.
- The National Implementation Research Network (NIRN) provides evidence that moving through initial implementation is complex as change is required of practitioners. District support during this time is critical to support the new behaviors associated with implementing the interventions specified in the DAP. Without appropriate support, the attempt to implement new practices may not continue. Critical steps for districts during Year 2 will include providing training, coaching, and opportunities for practice and feedback for practitioners as they implement the new practices required in the interventions contained in the DAP and SAP(s).
- Each district with at least one identified Priority School shall reserve 20% of the district's Title I allocation to support the actions contained in the District Action Plan and School Action Plan(s). If the District demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.
- Participate in monitoring activities (i.e. onsite visits and electronic data review) conducted by KSDE.
- At the end of the school year, the IIT, including the District Integrated Innovation Coordinator will conduct a Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP. This PIA will utilize district- as well as school-level data from each Priority School to evaluate whether benchmarks are being met and enough progress is being made to reach the goals set forth in the DAP and whether or not the DAP should be modified.

- Based on a review of the PIA, modifications to the District Action Plan (DAP) will be made by the IIT, including the District Integrated Innovation Coordinator.
- Progress and any modifications to the DAP will be reported to the Kansas Integrated Innovation Team (KIIT).
- If progress is not being made, the district may be directed to make changes in the DAP, including how funds will be utilized to support interventions to accelerate progress for the following year.

School-level

- Continue to implement the School Action Plan (SAP) as intended. School leadership team monitors implementation as planned and assist staff in overcoming barriers to implementing the interventions.
- Participate as necessary in monitoring activities (i.e. onsite visits and electronic data review conducted by KSDE).
- Collect and analyze data regarding the implementation of the SAP including the resulting impact (i.e. Are interventions being implemented? Are the interventions effective?).
- School Leadership Team evaluates whether benchmarks are being met and enough progress is being made to reach the goals and set forth in the SAP and whether or not the SAP should be modified.
- If it is determined that modifications to the SAP are needed, work with the district IIT to make the modifications.
- Report data and any SAP modifications to the district IIT.
- As part of the district IIT, school leadership team members participate in the end of year Plan Implementation Assessment to determine progress made and any needed modifications to the DAP.

State-level

The Kansas Integrated Innovation Team (KIIT) will monitor progress of assigned districts with one or more Priority Schools through the following methods:

- Maintain regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Priority Schools are progressing with Year 2

requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.

- Conduct monitoring activities in each district with a Priority School including scheduling and carrying out two onsite visits and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP .
- Review end of year report of progress and DAPs from each district with one or more Priority Schools.
- Provide feedback to the district IIT regarding progress. If the KIIT determines that progress is not sufficient (i.e. interventions are not being implemented or is not sufficiently progressing toward goals and benchmarks outlined in the DAP), the KSDE and the district will enter into an agreement to determine how all Title I funds will be expended at the district and school level for the next school year in order to accomplish the goals in the DAP.

Year 3 Requirements:

District-level

The district IIT supports and monitors the implementation of the DAP and each Priority School's SAP through the following methods:

- Provide ongoing targeted technical assistance and professional development to the Priority Schools as each SAP is implemented. Assistance may be provided by members of the district's IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support such as providing professional development and overcoming barriers to implementation.
- Evidence from the National Implementation Research Network (NIRN) demonstrates that, if practitioners can be supported through the initial implementation stage, full operation of new practices can occur. As policies, procedures and practices become integrated, a new way of doing business can take hold and the benefit of the implementation of the evidence-based practice can be reaped. Critical steps for districts to support full operation of their interventions during Year 3 include ensuring fidelity of the new practices as well as ensuring that any new personnel receive the training and support needed to implement expected practices. Ensuring fidelity means the ongoing provision of training and coaching for

practitioners as needed according to measures of fidelity of the practices outlined in the DAP and SAP(s).

- Each district with at least one identified Priority School shall reserve 20% of the district's Title I allocation to support the actions contained in the District Action Plan and School Action Plan(s). If the District demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.
- Participate in monitoring activities (i.e. onsite visits and electronic data review) conducted by KSDE.
- At the end of the school year, the IIT, including the District Integrated Innovation Coordinator, will conduct a Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP. This PIA will utilize district- as well as school-level data from each Priority School to evaluate whether benchmarks are being met and enough progress is being made to reach the goals set forth in the DAP and whether or not the DAP should be modified.
- Based on a review of the Plan Implementation Assessment, modifications to the DAP will be made by the IIT, including the District Integrated Innovation Coordinator.
- Progress and any modifications of the DAP will be reported to the Kansas Integrated Innovation Team (KIIT).

School-level

- Continue to implement School Action Plan (SAP) as intended. The School Leadership Team should monitor implementation as planned and assist staff in overcoming barriers to implementing the interventions.
- Participate as necessary in monitoring activities (i.e. onsite visits and electronic data review) conducted by KSDE.
- Collect and analyze data regarding the implementation of the SAP including the resulting impact (i.e. Are interventions being implemented? Are the interventions effective?).

- School Leadership Team evaluates whether benchmarks are being met and enough progress is being made to reach the goals and set forth in the SAP and whether or not the SAP should be modified.
- If it is determined that modifications to the SAP are needed, work with the District IIT to make the modifications.
- Report data and any SAP modifications to the District IIT.
- As part of the District IIT, school leadership team members participate in the end of year PIA to determine progress made and any needed modifications to the DAP.

State-level

The Kansas Integrated Innovation Team (KIIT) will monitor progress of assigned districts with one or more Priority Schools through the following methods:

- Maintain regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Priority Schools are progressing with Year 3 requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.
- Conduct monitoring activities in each district with a Priority School including scheduling and carrying out two onsite visits and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP .
- Review end of year report of progress and DAPs for each district with a Priority School(s).

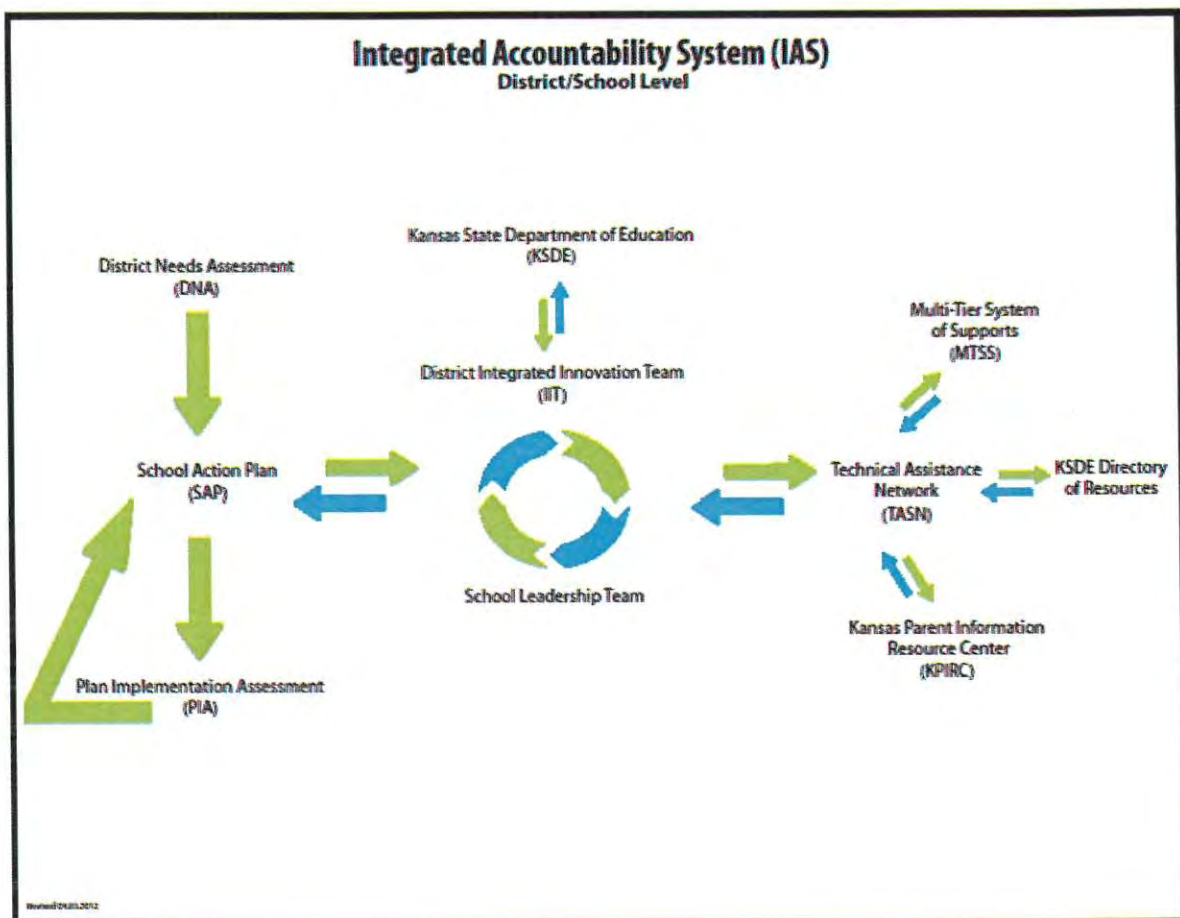


Figure 23

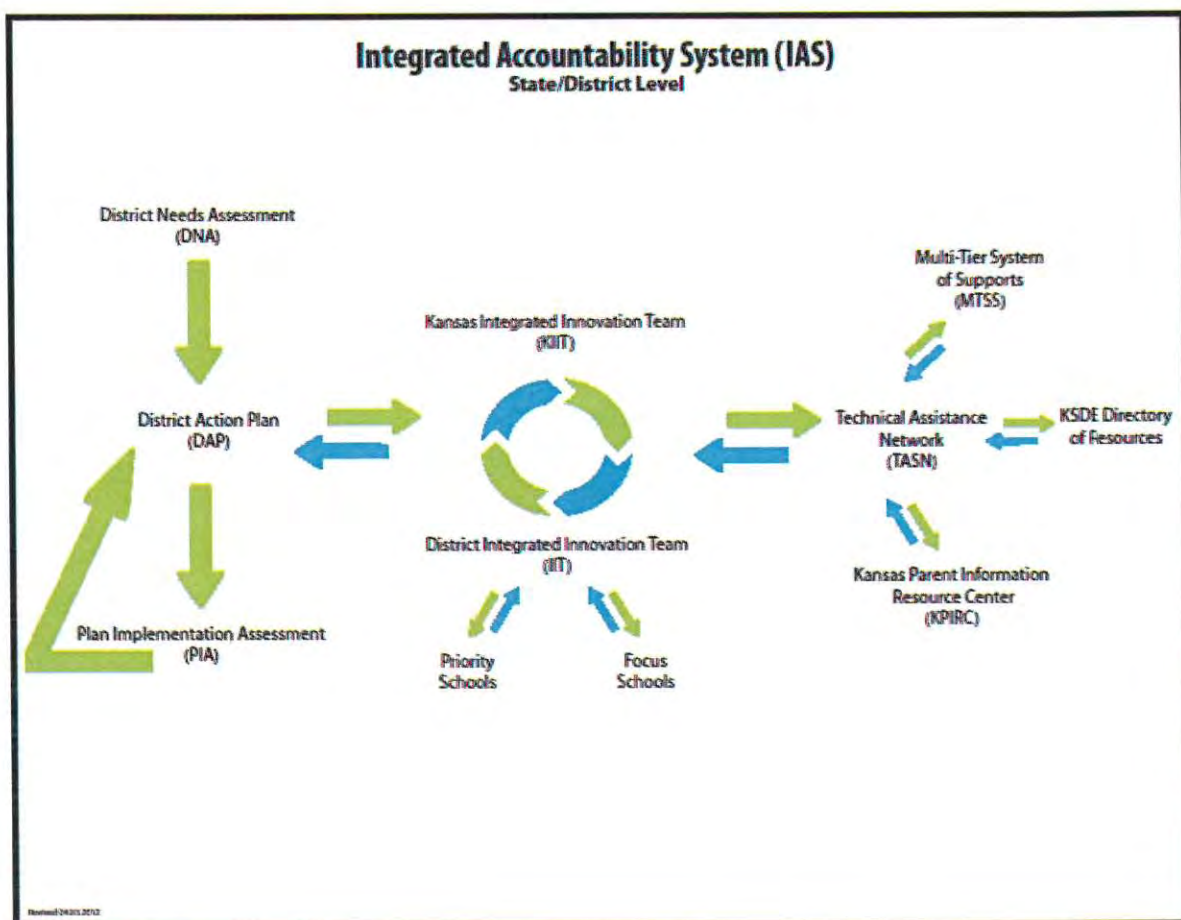


Figure 24

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority Schools implement meaningful interventions aligned with the turnaround principles in each Priority School no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

The ESEA Flexibility Request requires districts with Priority Schools to implement interventions aligned with the turnaround principles in each of those schools. Kansas has made a strong commitment to supporting all schools that have been identified in the past as Title I schools on improvement. The KSDE will continue that commitment with priority and focus schools in the implementation of the ESEA Flexibility Waiver.

Kansas will identify 33 priority schools, and based upon preliminary data, all 33 Priority Schools are concentrated in only 4 school districts. Seven of the thirty-three schools on the preliminary Priority School list are Tier I School Improvement Grant (SIG) schools.

All seven turnaround principles will be implemented in these seven SIG schools in 2012-13. Four of the SIG schools will be in year 3 of implementation of their SIG reform model; one will be in year two of implementation and two schools will be in year one of implementation. The remaining twenty-six priority schools will begin the assessment and pre-implementation process in 2012-2013, with full implementation of the turnaround principles in place by 2013-2014.

Table 21

Kansas' Timeline for Priority School Implementation of Meaningful Interventions	
July 2012 – June 2015	Monthly partnership meetings between KSDE School Integrated Innovation Coordinator, TASN coordinator, and all technical assistance providers.
August - September 2012	Priority Schools are identified and district leadership as well as school leadership is notified by KSDE.
August – September 2012	Technical Assistance meetings with LEAs that have SIG Priority Schools coordinated by the KSDE School Integrated Innovation Coordinator.
August – September 2012	SAP for Priority SIG Schools submitted to KSDE for review by KIIT.
September – October 2012	Pre-implementation Activities: Family and Community Engagement: All LEAs with identified Priority Schools will convene meetings of local stakeholders, including families and community members, to discuss school interventions and improvement plans, and to gauge community needs. Rigorous Review of External Providers: KSDE will select district integrated innovation coordinators, and all technical assistance providers that will be working on behalf of KSDE to support all identified Priority Schools. Professional Development and Support: Develop targeted professional development and support training for school and district staff using DAP and SAP, and begin immediate implementation in SIG Priority Schools. Preparation for Accountability Measures: A root cause analysis will be conducted in each SIG Priority School.
September – October 2012	Full implementation of SAP, including all seven turn around principles, in Priority SIG Schools.
September – December 2012	District Needs Assessments are conducted and reports are generated for all districts with identified priority schools.
September – December 2012	A root cause analysis will be conducted for every Priority School.
January- February 2013	District Action Plans (DAP) and School Action Plans (SAP) developed and submitted to KSDE.
February – March 2013	On-site monitoring visit of Priority SIG Schools.
March 2013	DAPs and SAPs reviewed by KIIT.
April 2013	Implementation of DAPs and SAPs begins.
April – July 2013	Technical assistance meetings with all LEAs that have identified Priority Schools.
April – July 2013	Develop targeted professional development and support training for school and district staff using DAP and SAP, and begin immediate implementation in all Priority Schools.
May – June 2013	Electronic monitoring of student outcomes in SIG Priority Schools.
May – June 2013	Plan Implementation Assessment (PIA) conducted in SIG Priority Schools.

July 2013	KSDE School Integrated Innovation Coordinator and LEA review PIA and revise DAPs and SAPs accordingly.
July – August 2013	Full implementation of SAPs and DAPs, including all seven turnaround principles, in all districts with identified Priority Schools.
September – October 2013	On-site monitoring visits in all districts with identified Priority Schools.
February – March 2014	On-site monitoring visits in all districts with identified Priority Schools.
May – June 2014	Electronic monitoring of student outcomes in all Priority Schools.
May – June 2014	Plan Implementation Assessment (PIA) conducted in all Priority Schools.

The expectation is that all turnaround principles will be reviewed within the first year (2012-2013) in every school that is identified as a Priority School. KSDE believes that after a school is identified, analysis and determining priorities and interventions need to begin immediately. Therefore, a District Needs Assessment (DNA) will be conducted by each of the four districts that has identified Priority Schools during the fall 2012 (Year 1), and the analysis of the DNAs will be completed by January 2013 (Year 1). The DNA is the first step in the development of appropriate action plans using the Menu of Meaningful Interventions and the implementation of the turnaround principles in the identified Priority Schools. Refer to attached chart, Figure 25, *State-Developed Differentiated Recognition, Accountability, and Supports At-A-Glance*

KANSAS DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORTS AT-A-GLANCE

	State	District	Building
Year 1	KSDE School Integrated Innovation Coordinator will facilitate the District Needs Assessment (DNA) for all districts with Focus or Priority Schools and ensure that DNAs are carried out in an efficient and timely manner.	Participate in the DNA to identify current effective practices aligned with the Turnaround Principles, address challenges, and culminate in an analysis of both district- and school-level data in relationship to the existing deficiencies in achievement gain, growth, and gap.	Staff members from each Focus or Priority School will participate in the DNA process as necessary.
	KSDE School Integrated Innovation Coordinator convenes a KSDE Integrated Technical Assistance Team (KIIT), comprised of cross-departmental KSDE education consultant(s) to oversee the provision of state-level support to each district with one or more Focus or Priority Schools.	Assign a local district level Improvement Coordinator (IC) to oversee the work of the District Integrated Innovation Team (IIT) and the efforts to create and carry out the District Action Plan (DAP) and School Action Plan(s) (SAP).	
	Assign a District Integrated Innovation Coordinator to each district with a Focus or Priority School to provide support to the district IIT throughout the DNA and subsequent DAP development, Plan Implementation Assessment (PIA) and revisions to DAPs over time.	Create and convene an Integrated Innovation Team (IIT) to facilitate participation in the District Needs Assessment (DNA) and creating a three-year DAP.	Member(s) of the School Leadership Team from each Focus or Priority School will work as part of the district's IIT.
	Facilitate root cause analysis for the development of the DAP	IIT will engage in root cause analysis to prioritize needs identified in the DNA that are most likely to have the largest impact if resolved; including deep analysis of student data and specific student subgroups.	
		- Write a three-year DAP to indicate specifically how each selected intervention will be carried out to address the needs of the district and each of the Focus or Priority School. The District Action Plan will outline: - goals and benchmarks for each intervention to be implemented - the on-going targeted technical assistance and professional development - how funds will be directed to support interventions and strategies, - how effectiveness of interventions and strategies will be monitored and measured - plans to inform and engage families and the community - Provide assistance to each Focus or Priority School to utilize school-level data and other information from the DNA to write and implement a SAP. - The district must reserve 10% for Focus Schools and 20% for Priority Schools of district Title I allocation to support actions contained in the DAP and SAP(s).	- The School Leadership Team, including a parent/family member or site council member, will work with the IIT to develop a School Action Plan (SAP). - Write the SAP to include goals and benchmarks, the strategies to implement the interventions, a timeline of implementation, what/when data will be collected to determine if the interventions are being implemented and are effective, and how staff members involved in implementing the interventions will be supported. All SAPs must include professional development for school staff in the area of family and community engagement and must incorporate an annual review of the parent involvement policy and school parent compact as required in Title 1 Section 1118.
	Review and approve the DAP	Submit DAP to the KIIT for review and approval.	Submit SAP to the district for review.
	Review end of year report of progress and DAPs from each district with one or more Focus or Priority Schools. Provide written feedback to the IIT regarding progress. If progress is not sufficient, the district will be directed to utilize set aside funding for specific technical assistance, professional development, etc., to accelerate progress for the following year.	- At the end of the school year, the IIT will conduct a Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP and report progress and any modifications to the DAP to the KIIT. - Feedback from the KIIT will be used to address any directed changes in the DAP, including how funds will be utilized.	- As part of the district IIT, School Leadership Team member(s) participate in the end of year PIA to determine progress made and any needed modifications to the DAP. - Collect and analyze data regarding implementation of the SAP to determine progress and necessary modifications. - Report data and any SAP modifications to IIT.

Year 2 – 3	Annually conduct monitoring activities in each district with a Focus or Priority School including scheduling and carrying out: one onsite visit and one electronic data review for Focus Schools; and two onsite visits and one electronic data review for Priority Schools.	Participate in monitoring activities conducted by KSDE.	Participate in monitoring activities conducted by KSDE.
	Ensure ongoing targeted technical assistance and professional development to each district with a Focus or Priority School as the DAP is implemented.	Ensure ongoing targeted technical assistance and professional development to each Focus or Priority School as each SAP is implemented.	Ensure ongoing professional development to staff.
	Review end of year report of progress and DAPs from each district with one or more Focus or Priority Schools. Provide written feedback to the IIT regarding progress. If progress is not sufficient, the following applies: Focus Schools Years 2-3 and Priority Schools Year 2 the KSDE and the district will enter into agreement to determine how all Title funds will be expended to accomplish the goals in the DAP.	- At the end of the school year, the IIT will conduct a PIA to determine progress made and modifications needed to the DAP and report progress and any modifications to the DAP to the KIIT. - Feedback from the KIIT will be used to address any directed changes in the DAP, including how funds will be utilized. - The district must reserve 10% for Focus Schools and 20% for Priority Schools of district Title I allocation to support actions contained in the DAP and SAP(s) or enter into agreement with KSDE to determine how Title funds will be expended as indicated by KSDE.	- As part of the district IIT, School Leadership Team member(s) participate in the end of year PIA to determine progress made and any needed modifications to the DAP. - Collect and analyze data regarding implementation of the SAP to determine progress and necessary modifications. - Report data and any SAP modifications to IIT.

Figure 25

This timeline is ambitious, but also is aligned with what is known from the implementation research such as that provided by the National Implementation Research Network (NIRN) which has outlined the stages of implementation and components critical to achieving full implementation and sustainability of desired practices and programs. While the sense of urgency for Priority Schools to improve is extremely high, in order for improvement efforts to be effective (i.e. evidence-based practices actually implemented with fidelity), components that have been shown to support implementation must be attended to. Use of data, such as the District Needs Assessment (DNA), engaging in root cause analysis to understand the underlying causes of poor performance, reviewing meaningful interventions aligned with the turnaround principles, adopting interventions and planning the strategic implementation of those interventions in the district and school action plans within the context of the stages of implementation in terms of installation, initial implementation, and full operation will help to increase the chances that improved evidence-based practices will occur and will result in improved student outcomes.

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

When a Priority School meets the following conditions for two consecutive years, it will exit priority status:

1. It must meet its achievement AMOs (those based on the API); and
2. It must meet its proficiency AMOs (those based on the Percent Proficient measure).

If the school began implementing interventions based on the turnaround principles, it must continue with those interventions until it has implemented them for three years to ensure full and effective implementation. The district and the school will continue to participate in progress monitoring for an additional year to ensure sustainability of effective evidence based practices.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “Focus Schools.” If the SEA’s methodology is not based on the definition of Focus Schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Gap Calculation Summary

A single gap calculation will identify Focus Schools and provide an ambitious, yet achievable goal for gap reduction. Focus Schools will be identified with a stringent gap analysis that draws attention to the Assessment Performance Index (API) gap between the State’s top performing schools and the lowest-performing students in each building. This gap analysis ensures that schools with the widest gaps (i.e., largest number of non-proficient students) are identified as Focus Schools. In order to demonstrate progress towards closing the achievement gap, a Gap AMO will be set for each building. In annual increments, Focus Schools will asked to close their achievement gap in half over a period of six years. Annual progress towards this goal will result in existing Focus School status.

Gap Calculation Goals

The state of Kansas defined several goals for selecting a gap analysis. First, Kansas seeks to eliminate double counting students across subgroups. For instance, under adequate yearly progress (AYP), a minority student receiving special education services was counted twice, once for each subgroup. Kansas’s gap analysis will focus on each building’s lowest performing students, regardless of subgroup identity, and their performance relative to the state benchmark. To inform the public and policymakers, however, gap analyses will be reported on identifiable subgroups.

Similarly, under the current accountability system using adequate yearly progress, subgroups were sometimes blamed for causing a school or district to fail. As a result, Kansas seeks to avoid stigmatizing subgroups. Although the proposed gap analysis will allow subgroup reporting, the primary gap analysis used for accountability purposes will focus on the lowest performing proportion (i.e., 30 percent) of students, regardless of subgroup identity.

Further, Kansas wants to ensure that small schools are included in the proposed gap calculation. In the past, schools with subgroup populations less than 30 were exempt from some accountability standards. By adopting the proposed gap calculation, small Kansas schools will be included in the gap calculations. This is possible because all schools, regardless of subgroup population size, have a lowest performing 30 percent of students.

Identifying Focus Schools

Focus schools will be identified by comparing the API score of the lowest performing 30 percent of students within each building to an established state benchmark. Focus Schools are identified as those Title I schools with the greatest gap between the state benchmark and their lowest performing students. The number of schools identified as Focus Schools will equal 10 percent of the Title I schools in Kansas.

A state benchmark is calculated to provide an ambitious, yet achievable goal for all Kansas schools. The state benchmark represents the performance of the top 30 percent of schools in Kansas. For Focus School identification, the state benchmark aggregates math and reading scores from buildings with four years of complete data. Four years of data are used to calculate the state benchmark in order to maximize the reliability of these scores. For a building to be included in the state benchmark calculation, it must test at least 30 students in math and reading for all years used in the calculation. Once assessments have been aggregated across years and subjects tested, an API score is calculated for each building. Buildings are then ranked based on their API scores. The API score for the building at the 70th percentile is set as the state benchmark (see Table 22 for actual API scores). This API score represents the minimum achievement attained by the top 30 percent of buildings in Kansas.

Table 22

Retroactively Calculated State Benchmarks for Focus School Identification

Year	State Benchmark
2004	545
2005	573
2006	606
2007	637
2008	659
2009	676
2010	698
2011	714
2012	724

As a comparison to the state benchmark, another API score is computed individually for each building using math and reading combined across the last two years. The use of the past two years of assessment data was decided based on modeling of existing assessment data. It was determined that using two years of assessment data optimizes score stability (a building's API score is less likely to dramatically vacillate year to year when two years of data is used) without overly burdening a school with its own past performance (i.e., using more years of data inhibits schools from making

dramatic progress, because past years' data may stifle the impact of recent performance improvements). Once two years of assessment data has been aggregated, an API score for the lowest performing 30 percent of students in each building is calculated. The resulting API score is then subtracted from the state benchmark to determine an individual building's achievement gap. See Appendix B "Kansas Method for Identifying Focus Schools: A Field Guide" for a step-by-step guide for the achievement gap calculation.

Focus schools will be identified by comparing the API score of the lowest performing 30 percent of students within each building to an established state benchmark. Focus Schools are identified as those Title I schools with the greatest gap between the state benchmark and their lowest performing students. The number of schools identified as Focus Schools will equal 10 percent of the Title I schools in Kansas. Additionally, any Title I high school with a graduation rate less than 60 percent for the last two or three years will be automatically designated a Focus School, regardless of its achievement gap. Only Title I schools will be designated as a Focus School, although individual gap calculations for math and reading will be performed on all schools as part of the Gap AMOs.

A preliminary list of Focus Schools suggests that using the API gap calculation above produces a list of schools that is very similar to the list of schools that would be identified if percent proficient was used (see Figure 26). Only minor discrepancies were found between the two lists. Three schools were identified by one list but not the other. Red rows in Table 23 show buildings identified as Focus Schools by the API gap calculation, but not by percent proficient. Orange rows in Table 23 show buildings identified as Focus Schools by percent proficient, but not by the API gap calculation (see Table 23).

Comparison of Schools Identified by API Gap Calculation Versus Percent Proficient.

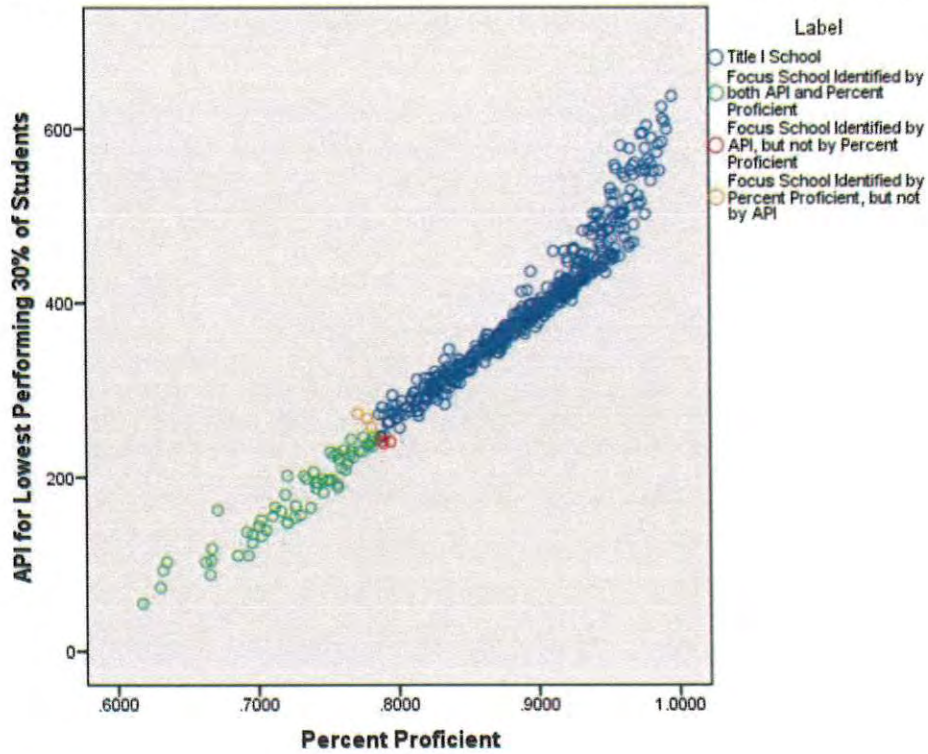


Figure 26

Table 23

Modeling of API Gap Calculation Relative to Percent Proficient

Building	Focus School Rank Based on API	Focus School Rank Based on Percent Proficient	API for Lowest Performing 30% of Students	Percent Proficient
AA	1	1	55	61.76%
AB	2	2	74	63.01%
AC	3	6	88	66.56%
AD	4	3	94	63.22%
AE	5	5	103	66.24%
AF	6	4	103	63.47%
AG	7	7	105	66.62%
AH	8	10	110	68.50%
AI	9	12	110	69.30%
AJ	10	8	118	66.67%
AK	11	13	125	69.56%
AL	12	17	133	70.25%
AM	13	14	135	69.57%
AN	14	11	138	69.16%
AO	15	18	140	70.55%

--Intermediate rankings removed to fit page--

CE	55	48	231	76.12%
CF	56	64	235	78.11%
CG	57	61	238	77.94%
CH	58	59	238	77.75%
CI	59		239	78.96%
CJ	60		241	79.46%
CK	61	62	242	78.03%
CL	62		242	78.90%
CM	63	66	243	78.44%
CN	64	53	244	76.64%
CO	65	65	246	78.16%
CP	66	58	246	77.52%
CQ		55	273	77.10%
CR		60	268	77.78%
CS		63	258	78.10%

2.E.ii Provide the SEA's list of Focus Schools in Table 2.

The Kansas State Department of Education has a preliminary list of Focus Schools; however, the districts and schools have not been notified of this preliminary status. In addition, KSDE intends to finalize the list when the 2012 state assessment results are available.

The preliminary list includes 10% of Title I schools with the largest gaps in achievement and lack of progress over a number of years. There are 66 schools on the list concentrated in approximately 22 districts. The schools are either elementary or middle schools. No Focus Schools were identified based on graduation rate. Only nineteen high schools are participating in Title I this year; all nineteen had graduation rates above 60%. The list will be finalized when the 2012 state assessment data becomes available in July.

- 2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more Focus Schools will identify the specific needs of the SEA's Focus Schools and their students and provide examples of and justifications for the interventions Focus Schools will be required to implement to improve the performance of students who are the furthest behind.

KSDE will support districts with Title I Focus Schools at a level nearly as intensive as districts with Priority Schools. With the exception of somewhat less intensive monitoring (one onsite visit instead of two) districts with Focus Schools will be provided the same level of supports as districts with Priority Schools. It is the belief of KSDE that this level of support is warranted to prevent Focus Schools from becoming Priority Schools.

Districts with Title I Focus Schools will be supported in the identification of the root causes of the low achievement and apply meaningful interventions that support the implementation of effective practices to address the areas of need based on data from the District Needs Assessment (DNA). KSDE's School Integrated Innovation Coordinator will facilitate the work of the Kansas Integrated Innovation Team (KIIT) to conduct the DNA, use data from the DNA to develop the District and School Action Plans and review progress of the District and School Action Plans.

Root cause analysis is critical for providing support to Focus Schools. As a tool, root cause analysis leads teams of educators to arrive at decisions to improve student learning and outcomes by focusing organizational effort on removing barriers to student success. The process of root cause analysis supports educators to understand issues ranging from the district policy level all the way down to the classroom level so that interventions may be selected to address the root cause(s) of the problem(s) rather than addressing the symptoms. This reduces wasted effort and ensures that resources are used efficiently. In Kansas, the root cause analysis model used was developed by Paul G. Preuss. In his book, *A School Leaders's Guide to Root Cause Analysis: Using Data to Dissolve Problems*, Preuss offers a variety of tools and a process geared specifically to educational settings. Training on this model of root cause analysis has already been provided for many KSDE and TASN technical assistance providers. Additional professional development, however, will be provided for KSDE to ensure that anyone serving in the role of District Integrated Innovation Coordinator has the skill to support district IITs to engage in effective root cause analysis.

In order to select meaningful interventions that will promote systemic change to benefit all student populations, including students with disabilities and English Language Learners, districts with Title I Focus Schools must implement strategies and interventions that are evidenced-based and appropriate in delivery and intensity as included in the District Action Plans and School Action Plans. One of the goals of the Kansas State Board of Education is to support the implementation of the Kansas Multi-Tier System of Supports (MTSS). The MTSS is a systemic approach used in effective Kansas schools to support the learning of all students by helping districts/schools build a

continuum of increasingly intense, evidence-based interventions designed to match students' academic and behavioral needs.

Many of the principles and practices included within an MTSS align with and support the turnaround principles. Both MTSS and the turnaround principles focus on system-level change across the classroom, school, and district. Together these models encompass the important roles of professional development/technical assistance, culture, leadership, teaching and learning in all student learning experiences. Effective schools that have implemented MTSS principles with fidelity have improved how Kansas districts serve students with disabilities and English Language Learners. Implemented with fidelity, MTSS results in higher graduation rates and, conversely, a lower dropout rate for all students.

The KSDE understands that in order to achieve the desired student learning and outcomes for all students, each level of Kansas' education system has overlapping responsibilities. As a result, while the point of state identification of reward, making progress, not making progress, priority, and Focus Schools is made at the building level, the point of state intervention is at the district level. It is the belief of the KSDE that the responsibility of the state is to provide leadership and direction to districts, including the provision of technical assistance at the district level to develop the capacity of districts to support schools. Districts have the responsibility of providing leadership and direction to schools, including the provision of technical assistance at the building level to develop the capacity of schools to meet the needs of all learners. Schools, in turn, have the responsibility to increase the capacity of staff to meet the needs of all learners. This shared responsibility ensures that effective intervention occurs at the district, building and student levels and results in improved student learning and outcomes. This concept of shared responsibility is seen in the accountability and processes described in the waiver, particularly for districts that have one or more Priority and Focus Schools. (Figure 27)

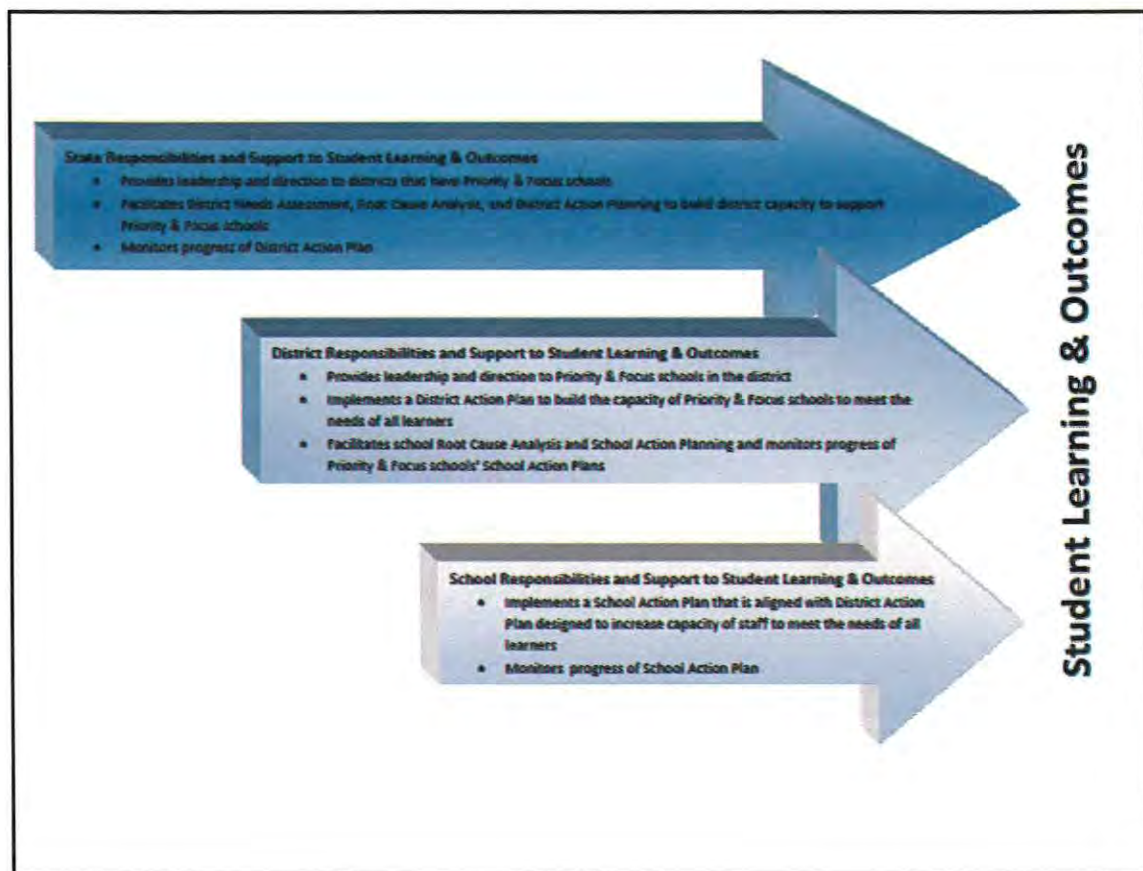


Figure 27

Changes in instruction, staffing and operations are best understood and addressed by district- and building-level administration and staff working in collaboration. The Self-Correcting Feedback Loop (SCFL) is a communication tool that utilizes a problem-solving process to continually collect data, analyze results and make adjustments aimed at positively influencing student learning and achievement. (Figure 28) Teams working in concert toward a common vision are the forces behind the self-correcting feedback loop. The Cycle of Improving Instruction represents the work of collaborative teams comprised of teachers and support staff who are in charge of analyzing data at the grade, classroom, small group and individual student levels. Collaborative teams have the ultimate responsibility of informing the building leadership team of how the system is operating. Information is proactively communicated to the building leadership team for a timely, effective response. The Cycle of Improving the Building System represents the work of the building leadership team. The building leadership team, led by the building principal is responsible for making all the pieces of the system function effectively and ensuring that student learning is monitored and evaluated. This team has the ultimate responsibility of ensuring the system is intentionally redesigned so that each student is learning. In addition to the crucial communication

between the collaborative teams and the building leadership team, communication with the district leadership team must occur. This is a reciprocal communication, as the building leadership team seeks to share information about successes as well as any need for support from the district. The district, in turn, shares district decisions that the building leadership team needs for sustainability and improved student outcomes. The district leadership team is made up of members representing schools in the district as well as district leaders who are decision makers in the areas of curriculum, instruction, assessment, students with disabilities and English Language Learners. The Cycle of Improving the District System describes the responsibility of the district leadership team to ensure that the district system has all the components functioning effectively to support implementation of evidence-based interventions based on the turnaround and MTSS principles in the Focus Schools. Just like the communication and collaboration must occur at the classroom, building and district level, this must also include the SEA. The KSDE will intentionally work and communicate with districts that have Focus Schools to provide technical assistance in order to support systemic change and position the district for the sustainability of evidence-based interventions for improved student outcomes.

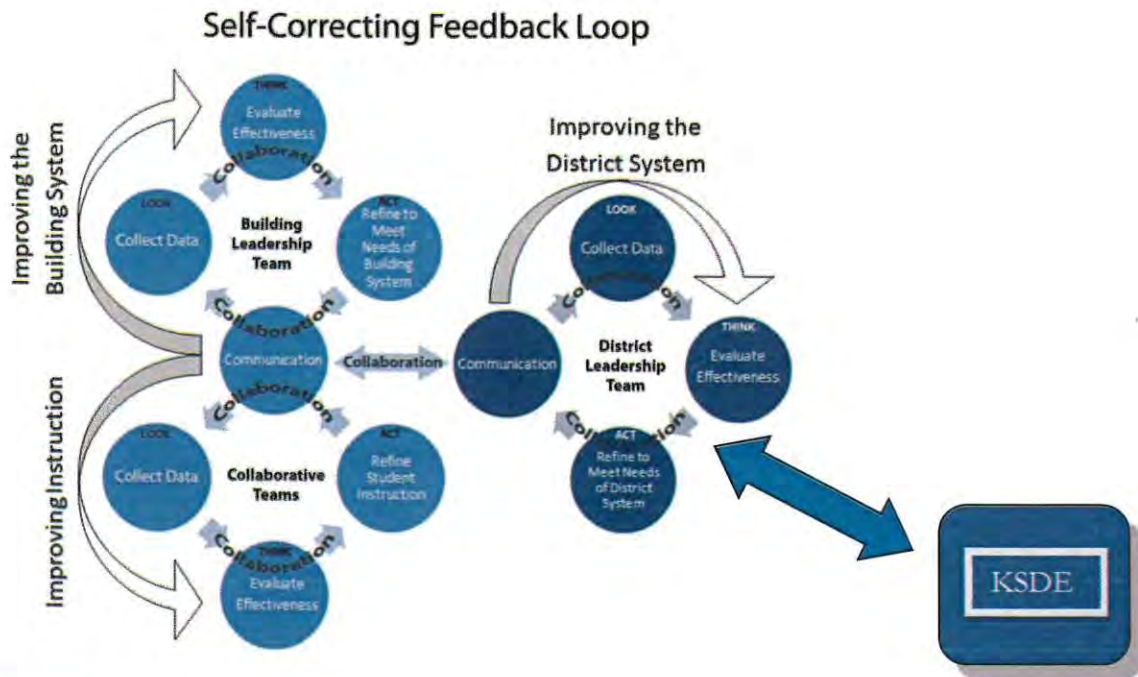


Figure 28

The Self-Correcting Feedback loop illustrated above will enable KSDE to work effectively with districts with Focus Schools as the following required strategies based on all seven turnaround principles and the MTSS principles described in the MTSS Innovation Configuration Matrix are implemented in those schools:

Districts with Focus Schools are required to work with KSDE to select strategies and interventions to address the needs and issues identified in the District and School Needs Assessments. KSDE recommends that districts select interventions for the Focus Schools from the following *Menu of Meaningful Interventions* which is aligned with the turnaround principles and the MTSS Innovation Configuration Matrix (ICM). The Self-Correcting Feedback loop described above will enhance the collaboration between KSDE and the district leading to improved student outcomes.

Menu of Meaningful Interventions

Turnaround Principle: Provide Strong Leadership

Ensure that leaders are effective:

- Review the performance of the current principal
- Replace the principal if such a change is necessary to ensure strong and effective leadership; or demonstrate to the KSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
- Ensure that formal leadership teams exist at district, building and site levels and include representation from: administration, staff, learners, families, community collaborators.
- Identify and communicate the roles and responsibilities for each district/building leader.
- Ensure that each leadership team meets regularly to address learner academic success in an integrated manner and shares information with district, building and community.
- Provide professional development for leadership teams with a focus on instructional leadership based on data and input from staff and community.
- Require professional development for the school's leadership team on effective staffing practices.
- Ensure that leadership teams regularly engage in formal problem solving using district/building/site level data that allows for data-based decision making for both academics and behavior.
- Ensure that the leadership teams clearly identify the implement multiple indicators of academic and behavioral success and formally communicate those indicators as measures of learning.
- Provide professional development for principal on the collection, analysis and use of instructional data.
- Implement targeted technical assistance and professional development that is based on data from the District Needs Assessment.

Turnaround Principle: Enable Effective Educator

Allow all teachers to be effective and able to improve instruction:

- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Based on teacher evaluation, prevent ineffective teachers from transferring to priority or Focus Schools.
- Provide job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions.
- Develop long-term professional development plans for all staff and administrators with activities tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
- Provide professional development for school staff on the collection, analysis and use of instructional data.
- Require professional development in the use of research-based instructional practices.
- Deploy a standards-based teacher evaluation system that measures the use of meaningful instructional practices.
- Invite outside Master Educators to conduct observations in the school as part of a comprehensive evaluation process that have experience in the use of meaningful instructional practices.
- In order to share effective practices, pair Master Educators from mentor schools with teachers in mentee schools.
- Make certain that all staff have a collaborative responsibility for data-based decision making and problem solving to improve student learning.
- Implement strategies such as financial incentives, increased opportunities for promotional and career growth, and more flexible work conditions for teachers who are effective.
- Implement a goals-based walk-through process for classroom observation.
- Monitor and evaluate the fidelity of implementation of Multi-Tier System of Supports by using specific instruments, (such as MTSS Innovation Configuration Matrix), to measure impact.

Turnaround Principle: Maximize Learning Time

Ensure the school's calendar and schedule is effective and efficient:

- Redesign the school day, week, or year by adding time before and after school or additional time during the summer.
- Incorporate time for teacher common planning and collaboration.
- Provide sufficient time for core, supplemental and intensive instruction that is protected from controllable interruptions and monitored to ensure that planned time is actualized.
- Create a schedule that allows for the planning and implementation of team- or co-teaching.
- Participate in and implement strategies defined in a time audit.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Turnaround Principle: Ensure Rigorous Curriculum

Strengthen the school's curriculum and instruction:

- Review the district's curriculum and instruction by completing a curriculum analysis.
- Use the curriculum analysis results to ensure that all academic curricular materials and instructional practices implemented are evidence-based, rigorous, and relevant based on needs of students.
- Review the preK-12 curriculum to verify it is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the use of academic core, supplemental and intense curricular materials and programs that teachers are responsible for providing which is aligned with the Kansas Common Core Standards..
- Provide ongoing professional development in the Kansas Common Core Standards and the use of targeted evidence-based instructional practices/strategies.
- Implement a process to check the fidelity of academic curricula and program implementation and instructional practices for students at all levels with feedback and coaching to staff provided throughout the year.
- Promote continuous use of student data to differentiate the curriculum, inform tiered interventions and validate instructional strategies as described within a properly implemented MTSS framework.
- Deploy an assessment and data analysis system.

Turnaround Principle: Utilize Data Analysis

Use data to inform instruction for continued improvement:

- Use student data to inform and differentiate student instruction and to provide tiered interventions as described within a properly implemented MTSS framework.
- Identify and schedule dedicated time for collaborative teams to review and analyze student data for the purpose of adjusting student instruction. (PLCs, departmental meetings, grade level meetings)
- Conduct data-based decision making at district, building, and classroom levels and for supplemental and intensive instruction.
- Ensure that all staff are actively involved and trained in the problem solving process and use it consistently to guide academic decisions.
- Provide professional development to ensure that all staff members develop a complete understanding of how to analyze collected data and how to interpret and report results accurately and consistently, including helping families understand the meaning and use of data.
- Promote the use of both qualitative and quantitative data.
- Identify specific responsibilities for data coordinator for district/building data.
- Promote student awareness and use of data to monitor their academic progress.

Turnaround Principle: Establish Safe Environment

Establish a safe school environment:

- Establish school environments that improve school safety and discipline and address other non-academic factors that impact student achievement such as students' social, emotional, and health needs.
- Enhance staff motivation and capacity to be actively involved in decision making and leading from within.
- Provide professional development to help the leadership team monitor and take actions to continue to improve the climate and culture of school.
- Analyze school safety and discipline data to determine if the structural component is in place to maintain a safe learning environment.

Turnaround Principle: Grow Family and Community Engagement

Provide ongoing mechanisms for family and community engagement:

- Develop and implement a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Promote and support parent groups.
- Hold public meetings to review school performance and plan school improvement strategies and interventions.
- Conduct a survey to gauge parent and community satisfaction.
- Implement a complaint procedure for families and community.
- Coordinate with local social and health agencies to help meet student and family needs.
- Provide parent education classes (GED, literacy, ESL).
- Support early childhood education programs that provide young children with early learning experiences.

PROCESSES

The ESEA Flexibility Request requires districts with Focus Schools to identify the needs of the schools and their students and fully implement interventions in the 2012-2013 school year. The Kansas State Department of Education will identify 66 Focus Schools, and based on preliminary data, these 66 schools will be concentrated in only 22 school districts. Identified Focus Schools shall adhere to the timeline in Table 24.

Table 24

Kansas' Timeline for Focus School Implementation of Meaningful Interventions	
July 2012 – June 2015	Monthly partnership meetings begin between KSDE School Integrated Innovation Coordinator, TASN Coordinator, and all technical assistance providers.
August – September 2012	Focus Schools are identified and district leadership as well as school leadership is notified.
August – October 2012	Pre-implementation Activities: Family and Community Engagement: All LEAs with identified Priority Schools will convene meetings of local stakeholders, including families and community members, to discuss school interventions and improvement plans, and to gauge community needs. Rigorous Review of External Providers District integrated innovation coordinators will be chosen, and all technical assistance providers that will be working on behalf of KSDE to support all identified Focus Schools. Professional Development Support Develop targeted professional development and support training for school and district staff using DAP and SAP, and begin immediate implementation in Focus Schools.
August - September 2012	Technical Assistance meetings with LEAs that have identified Focus Schools coordinated by the KSDE Schools Integrated Innovation Coordinator.
August – September 2012	Districts Needs Assessments are conducted in all LEAs that have identified Focus Schools.
August - September 2012	Root cause analysis will be conducted for every Focus school.
September – October 2012	District Action Plans (DAPs) and School Action Plans (SAPs) developed and submitted to KSDE
September - October 2012	DAPs and SAPs reviewed by KIIT
September - October 2012	Full Implementation of DAPs and SAPs in all districts that have identified Focus Schools.
February – March 2013	On-site monitoring visit of Focus Schools.
May – June 2013	Electronic monitoring of student outcomes in Focus Schools.
May – June 2013	Plan Implementation Assessments (PIAs) conducted in all districts that have identified Focus Schools.
June 2013	KSDE School Integrated Innovation Coordinator and LEA review PIA and revise DAPs and SAPs accordingly.
July 2013 – June 2014	Repeat cycle for year 2.
July 2014 – June 2015	Repeat cycle for year 3.

Districts with identified Focus Schools must adhere to the following processes:

Year 1 Requirements:

District-level

Planning

- Participate in the DNA to be conducted by an objective external entity determined by KSDE. The DNA will identify current effective practices aligned with the turnaround principles, address challenges, and culminate in an analysis of both district- and school-level data in relationship to the existing deficiencies in achievement gain, growth, and gap.
- Assign a district level Improvement Coordinator (IC). This is a local staff person assigned by the district to oversee the work of an Integrated Innovation Team (IIT) and the efforts to create and carry out the District Action Plan (DAP) and School Action Plan(s) (SAP).
- Create and convene an Integrated Innovation Team (IIT), including the KSDE appointed District Integrated Innovation Coordinator Improvement Coordinator, representatives from the district and school leadership teams from each Focus School, including a parent/family member or site council member. This team will be responsible for overseeing a District Needs Assessment (DNA) and creating a three-year District Action Plan (DAP), which will be reviewed annually in order to monitor progress.
- Use the DNA to prioritize needs to be addressed in the three-year District Action Plan. The IIT, including the District Integrated Innovation Coordinator, will engage in root cause analysis to prioritize needs identified in the DNA that are most likely to have the largest impact if resolved. This analysis should include deep analysis of student data, including specific student subgroups such as students with disabilities and English Language Learners, and should be sufficiently comprehensive as to understand the suspected root causes of the lack of progress.
- Following this analysis, the team will select interventions to address priority needs from those effective practices aligned with the turnaround principles included on the *Menu of Meaningful Interventions* for Focus Schools.
- Write a three-year DAP to indicate specifically how each selected intervention will be carried out to address the needs of the district and each of the Focus Schools. The District Action Plan will outline:
 - goals and benchmarks for each intervention to be implemented

- how the district will ensure on-going targeted technical assistance and professional development are taking place to support each intervention,
 - how funds will be directed to support interventions and strategies,
 - how the district will monitor and measure effectiveness of interventions and strategies, as well as
 - how the district plans to inform and engage families and the community to support student learning.
- All District Action Plans (DAP) must include professional development in the area of family and community engagement, students with disabilities, English Language Learners and must incorporate an annual review of the involvement policy and school-parent compact as required in Title I, Section 1118.
- Submit DAP to the KIIT for review and approval.

Implementation

- Immediately upon DAP approval, undertake steps necessary for installation of support necessary to carry out the plan and begin initial implementation. Kansas relies on research regarding implementation that is provided by the National Implementation Research Network (NIRN). While the sense of urgency to ensure districts and schools implement improved practices is extremely high, it is important to attend to providing support that is consistent with the research that describes how to successfully implement new practices in a systematic way to increase the chances that full implementation and sustainability of those practices will occur. Critical steps for districts during Year 1 include ensuring funding streams, human resources and policy development so that the DAP may be carried out. This may include such things as realignment of staff or hiring new staff, securing space, technology, lining up meetings and training, etc. With structures in place, initial implementation can begin as outlined in the DAP. KSDE is committed to working directly with the districts that have Focus Schools to ensure fidelity of implementation in order to positively impact the performance of all students.

Technical Assistance

- The district will provide assistance to each Focus School to utilize school-level data and other information from the DNA to write and implement a School Action Plan (SAP). Assistance may be provided by members of the district's IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support for root cause analysis, intervention selection, implementation planning, setting goals and benchmarks, data collection and analysis for evaluation of intervention implementation and effectiveness, including planning for needed professional development, and writing the plan. This district level assistance will ensure that each Focus School has

sufficiently addressed the needs of specific student subgroups, including students with disabilities and English Language Learners.

- Each district with at least one identified Focus School shall reserve 10% of the district's Title I allocation to support the actions contained in the District Action Plan and School Action Plan(s). If the district also has priority schools, the total amount that shall be reserved is 20%. If the district demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.
- The district will ensure ongoing targeted technical assistance and professional development to each Focus School as each SAP is implemented. Assistance may be provided by members of the districts' IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support such as providing professional development, overcoming barriers to implementation, and supporting schools in data collection and analysis to determine if interventions are being implemented and are effective.

Ongoing Progress Monitoring

- Participate in monitoring activities conducted by KSDE. Each district with a Focus School(s) will be monitored through one onsite visit and one electronic review of student outcome data.
- At the end of the school year, the IIT will conduct an Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP. This PIA will utilize district- as well as school-level data from each Focus School to evaluate whether benchmarks are being met and measurable progress is being made to reach the goals set forth in the DAP.
- Based on a review of the PIA, modifications to the DAP will be made by the IIT. Progress and any modifications to the DAP will be reported to the KIIT.
- Use feedback from the KIIT to address any directed changes in the DAP, including how funds will be utilized to provide specific technical assistance and professional development to accelerate progress for the following year.

School-level

Staff members from each Focus School will participate in the District Needs Assessment (DNA) process as necessary.

- Member(s) of the School Leadership Team from each Focus School will work as part of the district's IIT to develop and write a three-year DAP to reflect how the district will support implementation of required interventions at the district level and at each Focus School.
- The School Leadership Team, including a parent/family member or site council member, will work with the IIT to develop a School Action Plan (SAP). The steps taken to develop the SAP will include:
 - Review the DAP to identify the specific interventions to be addressed at the Focus School.
 - Write the SAP to include goals and benchmarks, the strategies to implement the interventions, a timeline of implementation, what/when data will be collected to determine if the interventions are being implemented and are effective, and how staff members involved in implementing the interventions will be supported. All SAPs must include professional development for school staff in the area of family and community engagement and must incorporate an annual review of the parent involvement policy and school parent compact as required in Title I Section 1118.
- Determine how families will be informed of the SAP and how family and community engagement will be addressed.
- Implement SAP as intended. School Leadership Team should monitor implementation as planned and assist staff in overcoming barriers to implementing the interventions.
- Participate in monitoring activities conducted by KSDE. Each district with a Focus School(s) will be monitored through one onsite visit and one electronic review of student outcome data.
- Collect and analyze data regarding the implementation of the SAP including the resulting impact (i.e. Are interventions being implemented? Are the interventions effective?).
- School Leadership Team evaluates whether benchmarks are being met and enough progress is being made to reach the goals set forth in the SAP and whether or not the SAP should be modified. If it is determined that modifications to the SAP are needed, work with the district IIT to make the modifications.
- Report data and any SAP modifications to the district IIT.

- As part of the district IIT, School Leadership Team member(s) participate in the end of year PIA to determine progress made and any needed modifications to the DAP.

State-level

- Convene a KSDE Integrated Technical Assistance Team (KIIT), facilitated by the KSDE School Integrated Innovation Coordinator and comprised of cross-departmental KSDE staff to oversee the provision of state-level support to each district with one or more Focus Schools. KIIT assistance will include assigning a District Integrated Innovation Coordinator to each district and may also include providing guidance regarding process and timelines as well as ongoing monitoring and feedback to support improvement planning and implementation. The KIIT will assist in connecting districts with other technical assistance resources that align with implementation successful statewide initiatives such as participation in the academies that provide information on the Kansas Common Core.
- Assign a District Integrated Innovation Coordinator to each district with a Focus School. One role of the KIIT is to ensure that a District Integrated Innovation Coordinator is assigned to support each district's IIT. The District Integrated Innovation Coordinator will provide support to the district IIT throughout the DNA and subsequent DAP development, Plan Implementation Assessment (PIA) and revisions to DAPs over time.
- Determine and secure the external entity that will conduct the District Needs Assessment (DNA) for all districts with Focus Schools and ensure that DNAs are carried out in an efficient and timely manner.
- Establish regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Focus Schools are progressing with Year 1 requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.
- Conduct monitoring activities in each district with a Focus School including scheduling and carrying out one onsite visit and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP .
- Review end of year report of progress and DAPs from each district with one or more Focus Schools.
- Provide written feedback to the District Integrated Innovation Team (IIT) regarding progress. If the KIIT determines that progress is not sufficient (i.e. interventions are not being implemented or is not sufficiently progressing toward goals and benchmarks outlined

in the DAP), direct the district to utilize set aside funding for specific technical assistance, professional development, etc., to accelerate progress for the following year.

Year 2 Requirements:

District-level

The district IIT supports and monitors the implementation of the DAP and each Focus School's SAP through the following methods:

- Provide ongoing targeted technical assistance and professional development to the Focus Schools as each SAP is implemented. Assistance may be provided by members of the district's IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support such as providing professional development and overcoming barriers to implementation.
- The National Implementation Research Network (NIRN) provides evidence that moving through initial implementation is complex as change is required of practitioners. District support during this time is critical to support the new behaviors associated with implementing the interventions specified in the DAP. Without appropriate support, the attempt to implement new practices may not continue. Critical steps for districts during Year 2 will include providing training, coaching, and opportunities for practice and feedback for practitioners as they implement the new practices required in the interventions contained in the DAP and SAP(s). KSDE is committed to working directly with the districts that have Focus Schools to ensure fidelity of implementation in order to positively impact the performance of all students.
- Each district with at least one identified Focus School shall reserve 10% of the district's Title I allocation to support the actions contained in the District Action Plan and School Action Plan(s). If the district also has priority schools, the total amount that shall be reserved is 20%. If the district demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.
- Participate in monitoring activities (i.e. one onsite visit and one electronic data review conducted by KSDE).

- At the end of the school year, the IIT will conduct an Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP. This PIA will utilize district- as well as school-level data from each Focus School to evaluate whether benchmarks are being met and enough progress is being made to reach the goals set forth in the DAP and whether or not the DAP should be modified.
- Based on a review of the PIA, modifications to the DAP will be made by the IIT.
- Report progress and any modifications to the DAP to the KIIT.

School-level

- Continue to implement SAP as intended. School leadership team monitors implementation as planned and assist staff in overcoming barriers to implementing the interventions.
- Participate as necessary in monitoring activities (i.e. onsite visit and electronic data review conducted by KSDE).
- Collect and analyze data regarding the implementation of the SAP including the resulting impact (i.e. Are interventions being implemented? Are the interventions effective?).
- School Leadership Team evaluates whether benchmarks are being met and enough progress is being made to reach the goals and set forth in the SAP and whether or not the SAP should be modified.
- If it is determined that modifications to the SAP are needed, work with the district IIT to make the modifications.
- Report data and any SAP modifications to the district IIT.
- As part of the district IIT, school leadership team members participate in the end of year PIA to determine progress made and any needed modifications to the DAP.

State-level

The KIIT will monitor progress of assigned districts with one or more Focus Schools through the following methods:

- Maintain regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Focus Schools are progressing with Year 2 requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.

- Conduct monitoring activities in each district with a Focus School including scheduling and carrying out one onsite visit and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP .
- Review end of year report of progress and DAPs from each district with one or more Focus Schools.
- Provide feedback to the district IIT regarding progress.

Year 3 Requirements:

District-level

The district IIT supports and monitors the implementation of the DAP and each Focus School's SAP through the following methods:

- Provide ongoing targeted technical assistance and professional development to the Focus Schools as each SAP is implemented. Assistance may be provided by members of the district's IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support such as providing professional development and overcoming barriers to implementation.
- Evidence from the National Implementation Research Network (NIRN) demonstrates that, if practitioners can be supported through the initial implementation stage, full operation of new practices can occur. As policies, procedures and practices become integrated, a new way of doing business can take hold and the benefit of the implementation of the evidence-based practice can be reaped. Critical steps for districts to support full operation of their interventions during Year 3 include ensuring fidelity of the new practices as well as ensuring that any new personnel receive the training and support needed to implement expected practices. Ensuring fidelity means the ongoing provision of training and coaching for practitioners as needed according to measures of fidelity of the practices outlined in the DAP and SAP(s). KSDE is committed to working directly with the districts that have Focus Schools to ensure fidelity of implementation in order to positively impact the performance of all students.
- Each district with at least one identified Focus School shall reserve 10%, of the district's Title I allocation to support the actions contained in the District Action Plan and School

Action Plan(s). If the district also has priority schools, the total amount that shall be reserved is 20%. If the district demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.

- Participate in monitoring activities (i.e. onsite visits and electronic data review conducted by KSDE).
- At the end of the school year, the IIT will conduct an Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP. This PIA will utilize district- as well as school-level data from each Focus School to evaluate whether benchmarks are being met and enough progress is being made to reach the goals set forth in the DAP and whether or not the DAP should be modified.
- Based on a review of the PIA, modifications to the DAP will be made by the IIT.
- Report progress and any modifications of the DAP to the KIIT.

School-level

- Continue to implement SAP as intended. The School Leadership Team should monitor implementation as planned and assist staff in overcoming barriers to implementing the interventions.
- Participate as necessary in monitoring activities (i.e. onsite visits and electronic data review conducted by KSDE).
- Collect and analyze data regarding the implementation of the SAP including the resulting impact (i.e. Are interventions being implemented? Are the interventions effective?).
- School Leadership Team evaluates whether benchmarks are being met and enough progress is being made to reach the goals and set forth in the SAP and whether or not the SAP should be modified.
- If it is determined that modifications to the SAP are needed, work with the District IIT to make the modifications.
- Report data and any SAP modifications to the District IIT.

- As part of the District IIT, school leadership team members participate in the end of year PIA to determine progress made and any needed modifications to the DAP.

State-level

The KIIT will monitor progress of assigned districts with one or more Focus Schools through the following methods:

- Maintain regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Focus Schools are progressing with Year 3 requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.
- Conduct monitoring activities in each district with a Focus School including scheduling and carrying out one onsite visit and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP .
- Review end of year report of progress and DAPs for each district with a Focus School(s).
- Provide feedback to the district IIT regarding progress

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

A Focus School will be removed from focus school status by narrowing the achievement gap as follows:

Setting an Achievable Gap Reduction AMO for Focus Schools

Schools designated as Focus Schools will be held accountable for their achievement gap by focusing attention on reducing the difference between their lowest performing students and the state benchmark. Focus schools will show progress towards gap reduction by closing their achievement gap in half over six years. This is deemed a rigorous AMO as modeling of state data suggests that only approximately 50 percent of Kansas schools will annually make their Gap Reduction AMO (see Table 10).

Exiting Focus School Status

In order to exit Focus School status, a building must decrease in annual equal increments half the gap distance between the lowest performing 30 percent of students and the state benchmark by the 2016-2017 school year. To be removed from the Focus School list, a school must maintain progress toward annual gap reduction for two consecutive years, or the combined two-year gap reduction must meet or exceed twice the amount of annual gap reduction.

In many cases, in order to close the achievement gap, a building might be expected to increase their lowest performing 30 percent of students to levels far above proficiency. As a caveat to reducing the achievement gap in half, any Focus School with an API score equal to or greater than 500 --for two consecutive years-- for its lowest performing 30 percent of students, will exit focus school status. An API score of 500 for the lowest performing 30 percent of students suggests that the lowest performing students are on average achieving proficient assessment scores (see section 2.B, *Reducing the Gap AMOs* for more explanation of this caveat).

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and Focus Schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or Focus School.

See Attachment 9.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The Kansas State Department of Education (KSDE) provides numerous resources which are available to all school districts to support school improvement including guidance, tools, training and technical assistance. The Kansas Technical Assistance System Network (TASN) provides one stop access to support. At any time, from anywhere, a KSDE customer can simply select the “request support” button at www.ksdetasn.org, describe the support that is being sought, and submit the request. TASN was originally launched in 2010 with the intent to support evidence-based interventions to support students with disabilities. TASN has been expanded to support all areas of school improvement. The TASN coordinator then refers the request to the technical assistance provider and/or service that most closely aligns with the requested support. TASN supports are designed to be delivered at varying levels of intensity based on district need. Therefore, in addition to the request system, TASN also provides supports (e.g. workshops, training, individual district consultation and follow up) that districts may be invited to or required to attend. In addition to the development of these and many other resources available online at www.ksde.org, KSDE has been actively engaged in building the capacity of educators to successfully engage in school improvement activities. KSDE has involved stakeholders at all levels in school improvement, providing experiences for Kansas educators ranging from participation in needs assessments, data analysis, improvement planning and training in interventions. Further, KSDE has partnered with educational service centers around the state to make sure that school improvement experts are readily available to all districts in the state. Districts that have Title schools designated as Making Progress or Not Making Progress are expected to access the resources described here to support sustaining successful practices as well as to support improvement planning and implementation when results are less than desired.

The KSDE understands that in order to achieve the desired student learning and outcomes for all students, each level of Kansas' education system has overlapping responsibilities. As a result, while the point of state identification of reward, making progress, not making progress, priority, and Focus Schools is made at the building level, the point of state intervention is at the district level. It is the belief of the KSDE that the responsibility of the state is to provide leadership and direction to districts, including the provision of technical assistance at the district level to develop the capacity of districts to support schools. Districts have the responsibility of providing leadership and direction to schools, including the provision of technical assistance at the building level to develop the capacity of schools to meet the needs of all learners. Schools, in turn, have the responsibility to increase the capacity of staff to meet the needs of all learners. This shared responsibility ensures

that effective intervention occurs at the district, building and student levels and results in improved student learning and outcomes. This concept of shared responsibility is seen in the accountability and processes described in the waiver, particularly for districts that have one or more Priority and Focus Schools.

The following describes the incentives and supports to ensure continuous improvement in districts that have Title schools designated as making progress or not making progress.

Making Progress Schools

Title I schools are identified as Making Progress Schools when progress is shown in at least one measure of achievement gain, growth, proficiency, or gap as defined in the waiver. These schools will be awarded as follows, with awards repeated over multiple years if a making progress school continues to perform as such.

- The Kansas State Department of Education (KSDE) and the Kansas State Board of Education (KSBOE) will recognize with a certificate (web-site and formal) all districts with a school(s) making progress.
- Districts with making progress schools will have the opportunity for staff to attend a KSDE sponsored event of their choice with a reduced fee.

It is expected that each district with a Making Progress School (s) will continue to take steps necessary to monitor the progress of all students including African American students, students with disabilities and English Language Learners and ensure the systemic implementation and sustainability of the evidence-based efforts that brought about change, such the ongoing process of data collection, root cause analysis, and selection and implementation of evidence -based interventions matched to needs and aligned to best practices supported by the district.

Not Making Progress Schools

Not Making Progress Schools are identified as those Title I schools that are not making any of the four annual measurable objectives relating to the state assessments as measured through improving achievement, increasing growth, closing the gap and reducing the non-proficient. In addition, not making the participation rates and graduation rates contributes to identification as a Not Making Progress School. The reducing the non-proficient and graduation rates will include the All Students group and all applicable student groups as defined by ESEA. The other measures will use the All Students group data.

The identification of Not Making Progress Schools will occur when the 2012 assessment results become available later in the summer. These schools will be notified of their Not Making Progress status.

There are two scenarios that exist for how districts with Not Making Progress Schools will address their improvement work.

(1) If a district also has Priority or Focus Schools, then improvement planning must also Address Not Making Progress Schools. The required District Action Plan (DAP) will detail what the district will do to support each Priority, Focus and Not Making Progress School to improve.

(2) If a district does not have Priority or Focus Schools but does have Not Making Progress Schools, the district will take steps necessary to ensure the systemic implementation of research-based interventions that will bring about change as follows:

- Each district with Not Making Progress School(s) will, in consultation with KSDE's Kansas Integrated Improvement Team, choose appropriate, qualified, and effective external service providers. The efficacy of each provider will be assessed and reviewed regularly, at least once per year.
- Each district with Not Making Progress School(s) will identify a district team that includes staff from the Not Making Progress School(s) to work with a District Integrated Innovation Coordinator (i.e. a school improvement expert from a service center, university, outside district, etc.) to conduct a data analysis that includes data sources from both the district and school levels. The data analysis should include deep analysis of student data, including specific subgroups such as African American students, students with disabilities and English Language Learners, and be sufficiently comprehensive as to identify the root cause(s) of the lack of progress.
- From the results of the data analysis, the district team, with support from an external provider, will select research-based interventions and/or strategies that match the identified needs of the district and the Not Making Progress School(s) from the Menu of Meaningful Interventions provided by the KSDE and included in the waiver, and will write a 3 year district/school plan for improvement. The plan will detail what the district will do to support the not making progress school(s) to improve, what interventions or strategies the school will implement to address the identified needs and how progress will be measured and monitored in the school. The district should consider redirecting state and/or federal resources to fund actions included in the plan.

- The district/school plan should address the needs of specific subgroups, such as African American students, students with disabilities and English Language Learners, as identified in the analysis of student data.
- The district/school plans should address the needs of specific subgroups, as identified in the analysis of student data, that persistently miss graduation rate targets or that do not make significant progress toward those targets.
- Annually, the district team and an external provider will review the data to determine if enough progress (i.e. accelerated gain, significant growth, closing the gap; all targeted groups of students including students with disabilities, African American students and English Language Learners are progressing) is being made and determine whether revisions to the district plan are needed.
- If a district has a school(s) identified as a Not Making Progress School for a second year and beyond, it will submit the district/school plan and report to the KSDE with the steps it has taken and will continue to take to ensure the fidelity of interventions and any revisions it will make to its implementation plan.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and Focus Schools;
 - ii. ensuring sufficient support for implementation of interventions in Priority Schools, Focus Schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their Priority Schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The KSDE is developing a new system of accountability for districts and schools in Kansas with a focus on the transition to 21st Century Skills using Common Core Standards, appropriate assessments and effective evidence based interventions to ensure students are college and career ready when they graduate from school. In Kansas, accreditation is currently at the school level; however, accreditation may be at the district level in the future. Accountability, however, is at all levels (i.e. students, teachers, principals, schools, district and state). The Integrated Accountability System (IAS) is an annual integrated, continuous process involving data collection, data verification, identification of accreditation status, improvement action and/or corrective action planning, public reporting, application of rewards and enforcements and provision of targeted technical assistance and professional development across multiple teams within the KSDE (all Title programs, special education, assessment and school improvement that currently have federal accountability measures). Because groundwork has already been laid in the five identified SIG Priority Schools, they will serve as pilot schools for the implementation of the IAS in 2012-2013, with full rollout in all Priority Schools occurring in 2013-2014. Members of these teams form the Kansas Integrated Innovation Team (KIIT) which oversees the support to districts.

Integrated Accountability

The first phase in the Integrated Accountability System is the collection and submission of district accountability data to KSDE. The data is derived from multiple sources of the data collection process and is continual. Data is collected from every district on an annual basis and is verified by KSDE team members at multiple stages and through a variety of sources. Reliability and verification checks are performed on the data during several stages of the collection process.

To build capacity at the state level to assist with improving student learning, the Kansas State Department of Education (KSDE) is developing Kansas Integrated Innovation Teams (KIIT) which are based on cross-team representation including special education, ESEA programs including Title I and Title III (ESOL), assessments and school improvement. KSDE will assign a Kansas Integrated Innovation Team (KIIT) to monitor and offer technical assistance to the priority and Focus Schools. The KIIT will be responsible for the approval of the District Action Plan which outlines the process the district will use in providing leadership and direction to schools to meet the needs of all learners. This plan will be updated on an annual basis and reviewed for the successful implementation of interventions and progress on attaining increased student achievement. The KIIT will be assigned to specific districts which have Priority and/or Focus Schools to be served consistently by a team who is knowledgeable of the specific district demographics, educational needs, and the action plans.

The purpose of the KSDE monitoring process is:

- 1) To ensure districts are implementing federal and state programs according to the regulations; and
- 2) To ensure the implementation of interventions to improve student achievement; and
- 3) To provide technical assistance to the district and schools.

This monitoring will occur annually with a review of the data to determine if progress is being made. In addition, each district with Priority Schools will be visited on-site two times per year and districts with Focus Schools one time per year to determine the level of progress being achieved and the need for technical assistance to fully implement the plan(s).

Monitoring fiscal accountability in districts will be critical to ensure the implementation of interventions for priority and Focus Schools. Expenditures will be reviewed for accountability and transparency to ensure K-12 alignment of district programs and curricula materials. The districts will ensure that funds, regardless of funding stream, utilized for professional development opportunities or curricula materials will support the interventions included in the district's improvement plan. Student achievement results will be evaluated in order to determine effectiveness of implementation.

Professional Development

The Kansas State Department of Education (KSDE) recognizes the need for professional development to our English to Speakers of Other Languages (ESOL) teachers to enhance the instruction that the English Language Learners (ELL) students receive. Currently the KSDE is involved in a two projects to meet this goal.

The Institute for Educational Research and Public Service at the University of Kansas in corporation with the KSDE has developed a professional development opportunity for ESOL teachers in the state of Kansas. These academies have been held for the past three years and have focused on K-12 teachers. The participants receive two days of professional development to equip them to better serve students who are not proficient in English.

In addition to the above opportunity for teachers, the KSDE is partnering with institutions of higher education (IHE) through a grant entitled Project KORE [**K**ansans **O**rganized **F**or **R**esults-based and **E**ffective Instruction]. The goal of this grant is to: Scale up implementation of a coordinated, statewide system of personnel development/ professional development that will increase the capacity of Kansas school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance ELLs.

Technical assistance and professional development provided by the Kansas State Department of Education (KSDE) supports all districts to produce sustainable, positive, developmental, academic, and behavioral outcomes for students in Kansas that will result in attainment of the skills necessary for successful transition into adulthood. These skills are the focus of the Kansas Accreditation Rubric which includes a multi-tier system of supports for implementing the Kansas Common Core Standards and 21st Century Skills. In addition, districts that have Title I Schools that are identified as Reward, Priority and Focus Schools will have a data review at the school level in order to ensure districts are providing and sustaining appropriate resources.

Since not all districts are in need of the same level of intensity of support, the KSDE provides a continuum of resources and technical assistance services. All districts have access to organized, useful information and guidance. This includes documents, tools and workshops to support districts' use of data as well as helpful links to resources that support interventions. Districts with few or modest needs for improvements are able to utilize these resources without active or extensive assistance from KSDE technical assistance providers (internal or externally contracted). Districts with the greatest needs will receive targeted, more intensive assistance. The services for the identified districts include such things as support for data collection and analysis to determine and prioritize needs, intervention selection and implementation planning. Supports may also include

external support for facilitation and coaching as well as assistance in locating other resources to support districts' improvement efforts.

Review and Approval of State External Service Providers

Technical assistance services are provided to districts through a variety of means such as the Kansas Technical Assistance System Network (TASN) which is comprised of technical assistance providers from KSDE as well as other education agencies such as service centers, institutions of higher education, etc. These services are coordinated and evaluated to ensure effectiveness. Providers within TASN who are external to KSDE are procured via a state grant system. To accomplish this, KSDE releases a Request for Proposal (RFP) that outlines priority areas to be addressed by grant projects. The priority areas are carefully designed and articulated, and are based on statewide needs as determined by state data contained in the Kansas State Performance Plan and reported annually to the Office of Special Education Programs (OSEP).

The RFP very specifically articulates requirements regarding the proposals being requested and contains sections such as Background & Purpose; Priority Areas (including specific goals and outcomes expected); Standard Principles of Operation (identifies expectations for all providers to adhere to specific direction of KSDE); and specifies other required components of the requested proposals such as a detailed plan of operation, a detailed evaluation plan, a section that addresses the quality of key personnel and adequacy of external agency resources as well as a budget and detailed budget narrative. This level of rigor in the application process is critical as the proposals that are funded employ technical assistance providers that deliver service to Kansas educators, students and their families for and on behalf of KSDE. After initial funding, these projects are subject to an annual continuation application process to further ensure accountability regarding carrying out the scope of work defined and the progress toward meeting the goals and objectives defined by KSDE in each priority area.

Unlike other grant competitions that are created to further research efforts, this grant competition is specifically designed to result in projects and providers that provide direct support and services to districts across the state and includes internal as well as external evaluation of the support and services delivered. KSDE is very directive regarding the scope of work and expectations and all providers are required participate in frequent meetings to ensure ongoing communication and knowledge of work accomplishments. All TASN providers are expected to meet together at least quarterly, and each external project participates in mid-year progress checks where a thorough review of work objectives accomplished and future direction for the project is conducted. In addition, all external projects are required to conduct evaluation and submit data to KSDE. All TASN providers also participate in professional development activities. The work of TASN and its providers is coordinated and evaluated on an ongoing basis. A self-correcting feedback loop is employed to utilize system data and determine if adjustments in the provision of services and supports should be refined to maximize results. Full time coordination and evaluation staff

members meet at least monthly with KSDE leaders to discuss statewide needs and the effectiveness of supports to determine any needed changes in the direction of services. In addition, almost daily communication via e-mail and telephone occurs to address any issues that may arise. Coordination and evaluation staff members also work extensively with all TASN providers to ensure supports and services are provided to customers as planned. This structure ensures the availability and work of a coordinated cadre of qualified, skilled technical assistance providers with expertise in the priority areas determined by KSDE leaders. Further it is an accountable and dynamic system that can be adjusted as needed to better meet the needs of the districts, schools, students and families that are served.

Review and Approval of LEA External Service Providers

Kansas does not maintain an approved list of outside providers. Each district that chooses to contract with an outside provider shall utilize a rigorous review process which follows state and local procurement laws. The district must have conducted a comprehensive needs assessment to ensure the Request for Proposals (RFP) contains an accurate description of the services and programs that meet the needs of the school(s) to be served and that are aligned to the Turnaround Principles. Each district must demonstrate, in their application, that the selected provider is able to address the identified needs of the school. In addition, the district must submit to KSDE, the steps it completed with regard to recruiting, screening and selecting an external provider to ensure quality. The district must also describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students and/or members of the community were consulted during the needs assessment, intervention selection and design process to serve its Priority Schools. KSDE will monitor both the providers and the district.

System of Shared Responsibilities

It is the belief of the KSDE that the responsibility of the state is to provide leadership and direction to districts, including the provision of technical assistance at the district level to develop the capacity of districts to support schools. Districts have the responsibility of providing leadership and direction to schools, including the provision of technical assistance at the building level to develop the capacity of schools to meet the needs of all learners. Schools, in turn, have the responsibility to increase the capacity of staff to meet the needs of all learners. This shared responsibility ensures that effective intervention occurs at the district, building and student levels and results in improved student learning and outcomes. This concept of shared responsibility is seen in the accountability and processes described in the waiver.

The specific components of the targeted technical assistance and professional development will provide a pragmatic approach to establishing a system that will;

- (a) utilize data to identify district need for support at differing levels of intensity, including Title I

Reward Schools, Title I Priority Schools, Title I Focus Schools, other Title I schools and the remainder of schools in Kansas; and

(b) create an accountable delivery system of support at each level of intensity including Title I Reward Schools, Title I Priority Schools, Title I Focus Schools, other Title I schools and the remainder of schools in Kansas; and

(c) ensure sufficient intensity of support to result in implementation of evidence based interventions matched to district needs including Title I Reward Schools, Title I Priority Schools, Title I Focus Schools, other Title I schools and the remainder of schools in Kansas.

LEA Accountability

The Kansas State Department of Education will hold schools and districts accountable through the close and collaborative relationships that will be maintained with Priority, Focus, and Not-Making Progress schools. This will include regular technical assistance meetings, oversight of District Needs Assessments, approval of District Action Plan's, onsite visits, and the electronic monitoring of student outcome data. Schools and districts that do not exhibit sufficient progress will receive escalating scrutiny from KSDE, which may include additional onsite visits, technical assistance meetings, and the more prescriptive use of Title I funds. The resulting pressure is calibrated to the performance of the LEA, and promotes district compliance through the use of positive interventions.

The Kansas State Department of Education also recognizes that Kansas communities value local control, and the right of parents and community members to hold schools accountable. Local District school boards have direct control over, and responsibility for, the schools and personnel within the district. Therefore, KSDE will publish clear and easy to understand reports on the KSDE website that detail each school's and each district's performance. This will include a comprehensive breakdown by the four AMOs, (proficiency, achievement, growth, gap), and a further breakdown of performance by subgroups. This powerful tool will allow local parents and community members to more effectively hold their local board accountable for the performance of the buildings under their charge.

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A ☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	Option B ☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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In 2010, the Kansas State Board of Education authorized Commissioner Dr. Diane M. DeBacker and the Kansas State Department of Education (KSDE) staff to begin work to develop an evaluation instrument sensitive to the contextual challenges school-based Kansas educators work within each day. Those challenges include isolated rural schools, hard-to-fill subject areas and declining local school budgets. The State Board entered into contract with Educational Testing Services (ETS) to facilitate with KSDE staff, a design group made up of stakeholders nominated by professional education organizations, groups from the districts receiving School Improvement Grants (SIG), faculty from Kansas educator preparation units and local board of education members whose members derive from a number of professions, to develop the initial pilot evaluation instrument. KSDE staff represented internal teams from across the Learning Services Division to ensure the interests of all initiatives were represented. KSDE staff members were selected from Title and Federal Programs, Special Education Services, Standards and Assessment, Research and Evaluation, Teacher Education and Licensure and Information Technologies. Stakeholders were selected, from a vast list of nominations, based on comprehensively representing “all students” in Kansas. Particular attention was given to ESOL and students with disabilities. The stakeholder

design group heard expert presentations as a large group followed by subsequent conversations together in smaller workgroups. Participants were divided into three smaller workgroups: teacher work, building leader work, and district leader work. The smaller groups were not job-alike groups, participants divided across work groups to ensure educators/stakeholder's representation was varied. Thus, all participants were given the opportunity to select a work group of interest rather than position. Each work group was representative of all students, by design. The collaboration proved to be valuable. The first meeting was held in August 2010 with initial design work concluding in June, 2011.

The “Blueprint For Reform” was used as a guide to develop the elements of the pilot instrument which included, but not limited to, immediate feedback to inform both practice and personal professional learning, measures of effectiveness across four performance levels as well as multiple conferencing opportunities for the evaluator and the educator being evaluated. The development work can be found at <http://www.ksde.org/Default.aspx?alias=www.ksde.org/evaluationproject>. All meeting agendas and expert presentations may be found under the tab at the top of the site entitled, “Meetings.” A copy of the instrument being piloted may be found at the link listed above entitled, “[KEEP Pilot 8-1-11 Final](#).”⁵² The development resulted in an evidence-centered design (ECD) which allows educator to support pre-determined levels of expertise with evidence/artifacts from practice, for all Kansas educators including district, building and teacher level. KEEP represents a systemic methodology that links evaluation to preparation to professional learning and licensure... The development participant list is found in the appendix of the instrument. The pilot instrument is referred to as the Kansas Educator Evaluation Protocol (KEEP). The required evidence being deposited into the web-based repository represents the elements of a professional dossier for each educator participating in the pilot. The development group's work ended at the beginning of the pilot in the fall of 2011. Representatives from pilot districts are working with KSDE staff to make recommendations to refine and revise KEEP, based on the pilot findings which will guide a subsequent pilot during 2012-13. Challenges for the pilot participants include placing rubric headings to describe performance levels, selecting methodologies to determine student growth that are fair and legally defensible, categorizing constructs of practice into broad domains of practice determining the weights associated with each domain and the awards, differentiated recognition and support, which according to current laws would require local bargaining. The goal of the 2011 pilot was to operationalize the judgment rubrics which determine, using evidence and artifacts, the level of educator effectiveness as described by the constructs and components of practice to ensure the evaluation process was relevant and coherent. Determining valid and reliable artifacts/evidence across pilot school districts with varied contextual needs is also being studied. The pilot will find the evidence/artifacts that are both common across the state and unique to each pilot district. Decisions will be made to standardize the collection to ensure equal high-quality expectations. The pilot participants recognize the need to determine only those artifacts

⁵² <http://www.ksde.org/LinkClick.aspx?fileticket=1JoYcqhmVnQ%3d&tabid=4400&mid=11646>

impacting student achievement as well as the need to ensure high-quality training, inter-rater reliability and recalibration of evaluators.

In the spring of 2011, five SIG districts and twelve voluntary districts signed a Memorandum of Understanding required by KSDE which detailed the expectations for all districts participating in the pilot project to ensure fidelity of first draft pilot implement. Additionally, current evaluation requirements addressed in Kansas law are found in Kansas Chapter 72, Article 90, Statutes 72-9003⁵³ and 72-9004⁵⁴. Kansas statute requires local boards of education to adopt an evaluation instrument however the evaluation procedures must be agreed upon through the collective bargaining process. SIG districts have agreed to use KEEP, which was bargained or to develop a local instrument to pilot during the 2011-12 school year. Guidance and related documents for SIG schools desiring local evaluation development is located at <http://www.ksde.org/Default.aspx?tabid=3579>. KEEP is designed to evaluate all licensed personnel in school-based assignments.

The KSDE staff convened a group of stakeholders to draft state guidelines for all districts choosing to develop an evaluation instrument or use an existing instrument amended with minor edits. Stakeholders were nominated by the professional organizations that have been valued partners throughout this process. The guidelines group had strong representation for all students, including urban, rural, ESOL and children with disabilities. To ensure a strong family engagement requirement is met, the state Parent Teachers Association is involved in the conversation. Locally developed instruments must reflect the same or exceed the level of robust expectation that is in KEEP. Districts will be required to submit a copy of the locally developed instrument for approval from a trained group of peer reviewers from school districts. The initial meeting of this group was held on February 2-3, 2012, facilitated by KSDE staff. Subsequent meetings will be held throughout the spring 2012 that will result in presenting to the Kansas State Board of Education information on the guidelines at the June, 2012. The SBOE is not required to adopt the guidelines; the KSDE can implement them as policy. The SBOE, however, may choose to adopt the final guidelines next spring when the student growth is appropriately defined. The following areas were discussed, i.e., all evaluation instruments will support systems that:

- Will be used for continual improvement of instruction;
- Meaningfully differentiate performance using at least three performance levels;
- Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students, and other measures of professional practice;
- Evaluate educators on a regular basis;

⁵³http://www.kslegislature.org/li/b2011_12/statute/072_000_0000_chapter/072_090_0000_article/072_090_0003_section/072_090_0003_k/

⁵⁴http://www.kslegislature.org/li/b2011_12/statute/072_000_0000_chapter/072_090_0000_article/072_090_0004_section/072_090_0004_k/

- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development;
- Will be used to inform personnel decisions.

Since formal evaluations of tenured teachers are required every three years, districts will explain what processes (i.e. walkthroughs or observations) are utilized in the years between evaluations to provide feedback to teachers. The KEEP begins the goal setting process and collecting of artifacts during year 1.

On September 15, 2011 the KEEP web repository was made available for pilot participants to define evaluative roles thus differentiating access to rubrics and required forms for use. The full repository opened for use on December 13, 2011 allowing participants access for the purposes of depositing forms that reflect agreed upon goals, collaborative conferences, observations which verify differentiated levels of performance described in each rubric. Artifacts/evidence deposits are required which attach to each rubric. Educators implementing KEEP were required to complete, in collaboration with the evaluator, the “Goal Setting/Tracking form. This activity requires comprehensive planning of proposed actions/activities, resources needed, timeline and expected outcomes related to the evaluatee’s goals. Resources address all needs including professional learning to enhance expertise. Technical assistance available to pilot districts includes face-to-face training, trainings using LiveMeeting, two brief face-to-face meetings, and daily email availability for questions or clarification. The work within the repository is housed in an authenticated web-based secure access only area in an effort to protect the privacy of participants. The final meeting of the pilot design group will be in May, 2012, which is when edits will be made to KEEP based on the 2011-2012 pilot outcomes.

During the fall of 2012 KSDE will pilot a revised edition of KEEP based on the recommendations from the results of the initial 2011-12 pilot. The 2012/13 pilot will include the addition of a valid, reliable observation protocol, such as The Classroom Assessment Scoring System (CLASS) including MyTeaching Partner, the professional learning component, a 360° school community perception survey, and a student growth model using a methodology such as multiple measures index. All of the above-mentioned programs have been selected based on creating measurable opportunities for all educators through observations, perceptions, and daily practices. The committee is reviewing for 360° work Ron Ferguson has accomplished while developing the Tripod survey product. During the 2012/13 pilot, student growth will be determined by school connecting contributions by all licensed school personnel. A design group will form to further refine KEEP based on pilot two experiences. Goals that will be addressed in the 2012/13 final pilot will determine validity and reliability, field testing and inclusion of a valid researched-based observation protocol as well as establish inter-rater reliability and calibration of observers. KEEP developers will pilot the final edition during 2013-14, with minor edits. The 2013/14 pilot includes a validity study to ensure all licensed personnel are evaluated with an instrument that has been studied and proven to be valid and reliable. It is planned to have a fully operationalized instrument for

educators at all levels during the 2014-15 school year. The Kansas State Board of Education and KSDE are committed to supporting the final design of a valid and reliable evaluation instrument that is best for students, educators and the larger school community.

KEEP development progress updates have been shared on numerous occasions with all professional organizations through meetings, conferences, webinars and web-site postings. KEEP has also been shared nationally through professional organizations and other states' Departments of Education. Kansas has also shared the technical architecture of the web-based repository.

The Kansas State Department of Education (KSDE) continues to involve principals, teachers and their representatives in the on-going development/ revisions, piloting and implementation of educator evaluation and support systems. KSDE staff has traveled throughout Kansas this spring discussing the Kansas Educator Evaluation Protocol (KEEP), next year's pilot of the KEEP and the guidelines being developed for educator evaluation and support systems based on the US Department of Education's requirements. In addition, representatives of the Kansas National Education Association (KNEA) and the United School Administrators of Kansas (USA) are on the workgroup writing the guidelines document. The Teacher Evaluation and Licensure (TEAL) staff from KSDE continues to work closely with the Kansas National Education Association and districts to ensure that, as appropriate, the evaluation procedures are included in collective bargaining.

The guidelines for the educator evaluation and support systems will be presented to the Kansas State Board of Education in June, 2012 and then submitted to US Department of Education. The guideline on student growth as a significant factor in teacher and leader evaluation will not be finalized until the end of the 2012-2013 school year. Student growth will be a significant factor when districts implement their educator evaluation and support systems in 2014-2015.

At its June 2012 meeting, the Kansas State Board of Education approved the formation of the Teaching in Kansas Commission II (TIKC II). The Commission is being formed to address the requirements of Principle 3 of the Elementary and Secondary Education Act (ESEA) Flexibility waiver. Principle 3 requires the State Education Agency (SEA) to develop and adopt guidelines for teacher and principal evaluation systems which include student growth as a significant factor. Meeting the first part of the Principle 3 of "developing and adopting guidelines for teacher and principal evaluation" is well underway with the Kansas Educator Evaluation Protocol (KEEP). The Kansas State Department of Education (KSDE) began the process of developing a statewide model evaluation system in 2010 with the assistance of Educational Testing Services (ETS). KEEP was piloted in 34 schools (17 districts) in the 2011-2012 school year. Pilot 2 will begin in August 2012 with additional districts and schools.

The second part of Principle 3 requires the evaluation system to include student growth as a significant factor. This will be the focus of the TIKC II. Multiple valid measures will be examined

including achievement on state assessments, observations, peer observations, professional growth, self-reflection, student voice, parent voice, and others.

The Commission will consist of educators from Pilots 1 and 2, State Board member appointees, representatives from educational organizations, and higher education. The total number of members on the Commission will be limited to no more than 30 to allow for rich dialogue. Membership will be carefully selected to represent all constituencies. Members will be encouraged to communicate to their groups as to the progress of the work of the Commission.

Membership will include:

1. One appointee from each State Board of Education member
2. Representatives from KEEP Pilot I and Pilot II schools (will include various sizes of districts; will represent all geographic regions of state; will include urban, suburban, and rural)
3. KNEA representative
4. USA representatives from the Kansas Association of Elementary School Principal (KAESP), Kansas Association of Middle School Administrators (KAMSA), Kansas School Superintendent's Association (KSSA), Kansas Association of Special Education Administrators (KASEA) and the Kansas Association of Secondary School Principals (KASSP)
5. KASB representative
6. Higher education representative
7. KSDE Director of Teacher Education and Licensure (Pam Coleman)
8. Facilitator to guide the discussions and prepare the preliminary and final report to the Board in collaboration with Commissioner DeBacker

A preliminary report will be given to the State Board of Education in December 2012 with a final recommendation in late spring/early summer of 2013.

Longitudinal data collections currently include student performance data related to states assessments in the core content areas. Student performance data will be connected at the outset of the school year to licensed building personnel participating in Pilot 2. During Pilot 2, participants will collectively determine those elements from practice that affect student performance growth. The analytics are being designed, with input from participants representing all children including students with disabilities and English Language Learners, in an effort to empirically note educator performance at all levels in determining student achievement. This information will shape the guidelines for student growth.

Commissioner Diane DeBacker said she is committed to the process of involving stakeholders in determining how student achievement will be tied to the evaluation process and Kansas will not rush the process. It will use the 2012-2013 school year to do this. It needs to be done thoughtfully,

thoroughly and appropriately. The Kansas State Board of Education at its May 2012 meeting supported this commitment. Kansas expects full implementation in 2014-2015 of educator evaluation and support systems on approved guidelines.

Statutory Revision

Current statutes support the two judgments included in Pilot 2 of the Kansas Educator Evaluation Protocol (KEEP), which involves the participation of approximately 900 teachers across 22 districts and 103 schools. KEEP collects data/evidence for three overarching areas—observation of practice and examination of artifacts; measure of student learning; and evidence of professional contributions. Together these three overarching areas are combined to provide the overall evaluation of the educator based on KEEP. Results will be rated *highly effective, effective, progressing and highly ineffective*. The three board areas are not separately weighted, nor are criteria assigned specific percentages of the overall evaluation—all are interdependent.

Specific guidelines will be submitted toward the end of June. All Kansas districts will be required to submit to KSDE copies of locally-developed instruments if the districts elect to not use KEEP. Nominees selected to approve locally developed instruments will be trained.

The Kansas Educator Evaluation Protocol requires two judgments annually for probationary educators as well as an annual judgment for non-probationary educators on cycle. The evaluator classifies the educator’s “professional practice” into one of four ratings: Highly Effective, Effective, Progressing and Highly Ineffective. This classification takes into account for teachers, classroom observations, artifacts of practice represented in the constructs and components and school community feedback (KSA 72-9004(b)).

The evaluator classifies the education leaders (KSA 72-9004(d)) on an annual basis of “professional practice” into one of four ratings: Highly Effective, Effective, Progressing and Highly Ineffective. This classification takes into account for building leaders conducting evaluation as described in KSA 72-9001 – 72-9006 and 72-5445, as evidenced in the artifact collection represented by the constructs and components, developing and supporting staff, and school community feedback. The evaluator (local school board) (KSA 72-9004(d)) annually classifies the district leaders’ “professional practice” into the same ratings: Highly Effective, Effective, Progressing and Highly Ineffective. This classification takes into account the constructs and components in KEEP documented by artifacts reflecting practice, building support and school community collaboration.

In the 2012-2013 pilot (Pilot 2), a second judgment determines the educator’s impact on student academic performance (supported in KSA 72-9004(a)). This judgment is determined through Kansas multi-measure index which includes state assessments where available and other district-wide measures of achievement.

The relationship of the two judgments determines the overall performance judgment. If the educator (leader or teacher) is deemed incompetent, which is represented in the “Highly Ineffective” rating, (KSA 72-9004(f) authorizes the opportunity to non-renew on the basis of incompetence if the evaluation has been completed prior to the notice of non-renewal. KSA 72-5445a authorizes the local board the opportunity to delay the awarding of non-probationary status if the educator performance is less than satisfactory. Upon delay of non-probationary status, a prescribed plan of assistance (KSA 72-5445a (2)) must be written to include specific goals related to professional practice and student academic performance. Satisfactory is represented in KEEP as progressing. Kansas educators are expected to achieve at progressing or a stronger rating as well as moderate in student academic performance. A strong professional practice rating married to a low impact on student academic performance will result in the development of a plan of assistance that focuses on the discrepancy between the two judgments and requires strong support for improvement.

The statutory references are cited. While bargaining is allowed, the details within the agreement cannot be less than what is required in statute.

KSA72-9003 requires all Kansas districts to adopt a written policy of personnel evaluation procedure in accordance with the law as outlined in KSA72-9004, and file the same with the State Board. Instruments filed must include both professional practice and improvement in academic performance of students. The submission process was presented to the State Board at the June meeting. Districts will be scheduled to begin evaluation submission in spring of 2013 to comply with the law. Instruments submitted will be evaluated by trained educational stakeholders. Kansas State Board regulations 91-31-32 – 91-31-36, require ninety-five percent of eligible students in grades 3-8 and 11 to take the state assessments. Currently 234,671 of the total student population of 482,799 are eligible. Currently 48.61% of students in Kansas take the state tests. State assessments are administered in grades 3-8 and one grade in high school; 98.9% of students in the grades with state assessments participated in the reading and mathematics assessments. Regulations also require performance criteria such as 80% graduation rate and regular school attendance for school accreditation. School accreditation legal requirements support the data expectations in the student achievement performance.

Student Growth

In rating educators on Impact on Student Learning for the purposes of formative assessment, formative evaluation, or summative evaluation, districts shall use multiple measures of performance, including the Kansas State Assessments in the grades and subjects in which the assessments are administered. . The summative evaluation rating must be based on evidence from multiple categories of evidence.

KSDE currently anticipates *four methods* for measuring the improvement of students' skills and knowledge that will be incorporated into the evaluations of district and school leaders, and educators in the second judgment area:

1. *Student Growth Percentiles (SGPs).* KSDE has retroactively calculated the SGPs for all students with state assessments from 2008 through the present. It is working with the developers of SGPs at the National Center for the Improvement of Educational Assessment (NCIEA) to check Kansas data and methods and is also collecting information from the field that links assessments to particular classrooms and educators. For those educators teaching reading and math, we expect that a minimum of four cohorts of students will be needed to discern meaningful patterns. Once the data have been refined and linked, KSDE plans to calculate algorithms that will predict the expected SGP rates for these educators' students, and compare them to their actual rates. The results should allow evaluators to make more informed judgments about the relative academic performance of these educators' students.
2. *Assessment Performance Index (API).* While the API is a status measure, not a growth measure, it does incorporate the relative progress of students as they move from one proficiency level to another. Similar to the development of the SGP measures, KSDE plans to use the API measure as a dependent variable in a regression and develop algorithms that predict the expected API for educators' students. The expected values will then be compared to the actual values to yield a relative measure of students' academic progress.
3. *District assessments with pre-course and end-of-course assessments.* Courses that have both pre- and end-of-course assessments will provide additional information on student growth. Though the Measures of Academic Progress (MAP), a widely used commercial assessment in Kansas, is not an end-of course assessment, it is administered several times a year. It may be the most promising assessment to fulfill the requirements for measuring student improvements that can be linked to specific educators.
4. *Within course assessments.* From a measurement point of view, and as a means of system improvement, the ideal solution would be formative, interim, and summary assessments for courses offered in the State, with the assessments being developed collaboratively by all the teachers of each particular course. Done in a way that produced consistency in the assessments, a collaborative work space could offer a platform where the most effective lessons are refined and shared, key concepts, including logical progressions, are identified and refined, and the assessment scores within specific courses are made comparable. This approach could:
 - Facilitate the professional development of new and lower-performing educators;
 - Bridge the gaps between educators working in specialized subjects or rural settings;

- Allow educators to build and refine lessons and assessments very closely aligned to course standards, without the necessity or expense of textbooks;
- Establish high peer-norms within each academic discipline;
- Provide relative growth measures and state benchmarks for students in every course;
- Prevent grade inflation or deflation by any one teacher or school; and
- Provide meaningful educator feedback for all educators teaching subjects other than reading or math.

KEEP is a standards based evidence centered design evaluation using student academic performance as a significant factor as one of multiple measures of performance to validate judgments made by evaluators. The Merriam-Webster Online and Collegiate Dictionaries define significant as:

- Having meaning
- Having or likely to have influence or effect: important
- Probably caused by something other than mere chance
- Of a noticeably or measurable large amount

Additional data derived from the use of C.L.A. S. S. and Tripod©, will contribute to the judgment. Student achievement performance data will comprise the second judgment.



Timeline for Kansas Educator Evaluation Protocol (KEEP)

2010

- Blueprint for Reform, March, 2010
- Instrument Design, August, 2010 - May, 2011
- Design Committee
- State Board Approved Pilot I - June, 2011

2011

- Recruit pilot districts
- Pilot 1, participants sign Memorandum of Understanding (MOU)
- Pilot 1, July, 2011 Training constructs/components, evidence collection
- Training web repository August, 2011
- Pilot district representatives convene large group feedback-January 2012 (facilitated by ETS)
- Pilot districts representatives convene large group feedback-May 2012
- Instrument revisions-June, 2012

2012

- State Board update approved the use of Classroom Assessment Scoring System™ (CLASS™), June-2012
- Recruit pilot districts
- Pilot 2, participants sign MOU, July, 2012
- Training Evidence-centered Design process/web repository, August, 2012
- Training CLASS™ Teachstone staff-August, 2012
- Pilot district representatives convene large group feedback-January 2013 (facilitated by ETS)
- Technical assistance via web and face-to-face in district October, 2012-13

2013

- Validity studies-Spring 2013*
- Final Pilot (3)
- 2013/14 reliability study

2014

- State-wide implementation**
- Full accountability

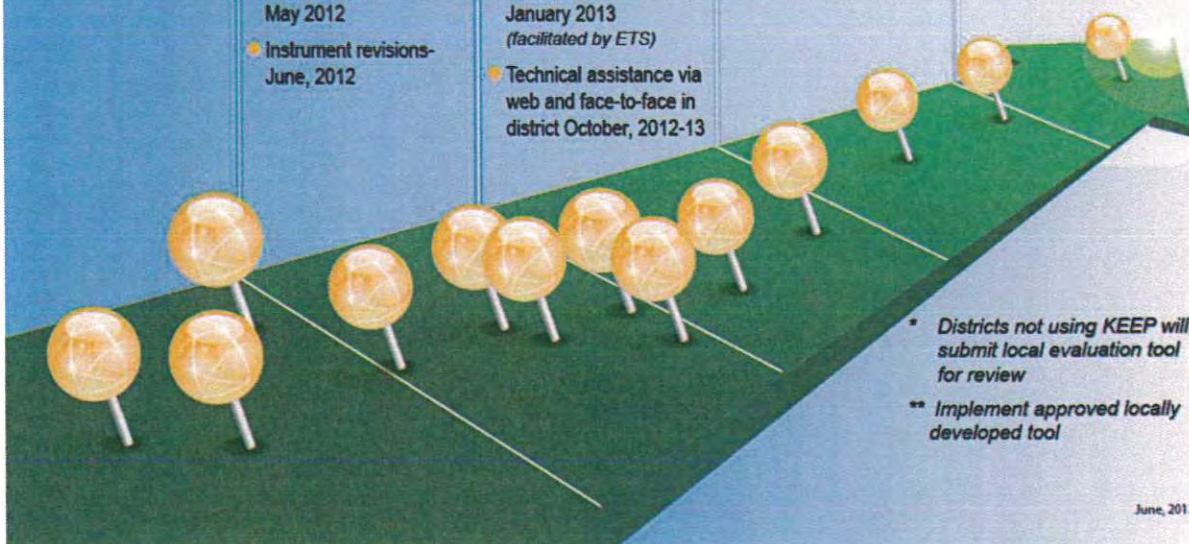


Figure 29

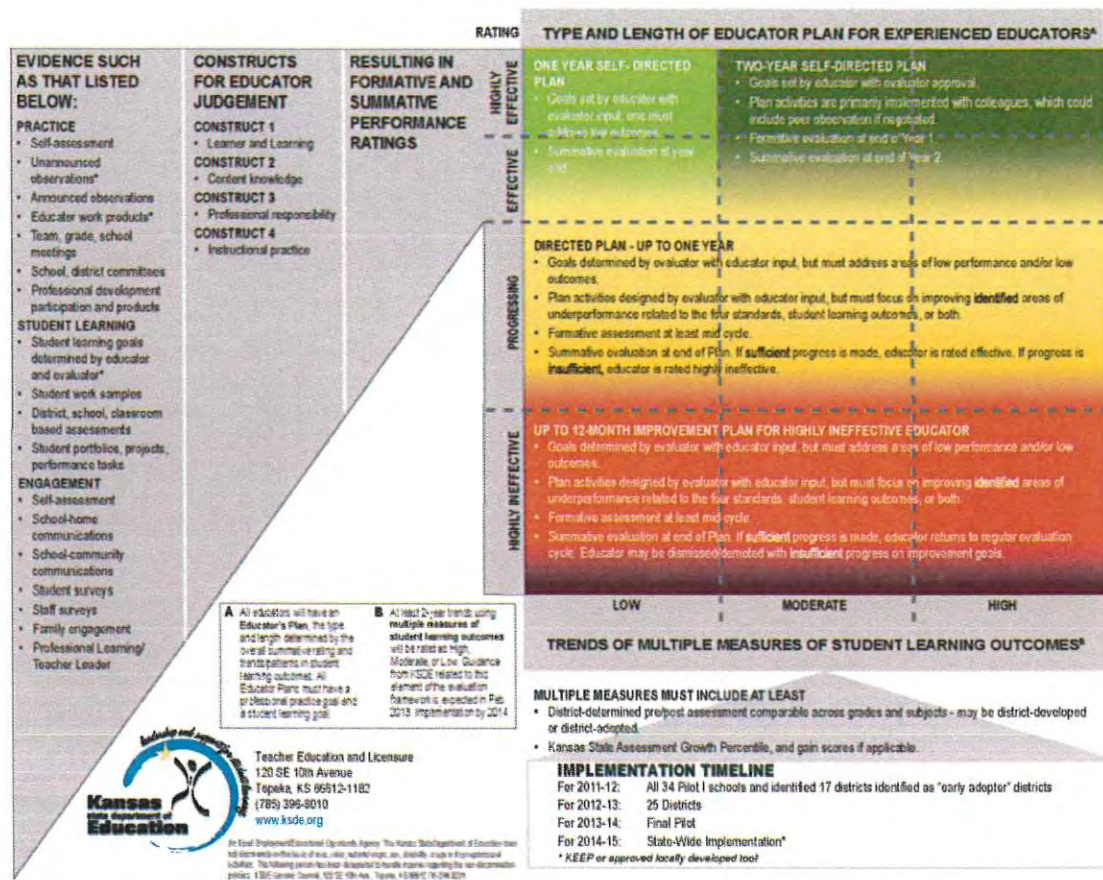


Figure 30

Adapted with Permission of Massachusetts Teachers Association

Table 25 Kansas Educator Evaluation Protocol (KEEP) Milestones and Timelines

Milestones	Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles
Pilot Instrument Design	2010-2011	KSDE Stakeholders	KEEP Document Web repository	National expert InTASC Standards ISLLC Standards KSDE IT	Funding for expert assistance, web design, meeting expenses
State Board Approval	2011	KSDE Staff Stakeholders from design group	June State Board meeting minutes	KSDE staff time Stakeholder travel expenses	Time Funding
Instrument Pilot	2011-2012	SIG districts and volunteer districts	MOU signed by pilot districts KEEP instrument on KSDE website	KSDE funding for training and technical assistance ETS partnership	Timing for bargaining units in local districts Funding
Pilot Revisions	2011-2012	Participating districts ETS, KSDE staff	Revisions to the first edition of KEEP	ETS Current research Results from other states' pilots	Funding Staff time (KSDE) Coordinating national experts Coordinating ETS time
Revised Pilot	2012-2013	Participating districts, ETS, KSDE staff	MOU signed by pilot districts KEEP instrument updates, revisions published on the KSDE website	KSDE staff Professional organizations, technical assistance, ETS partnership, CLASS, MyTeaching Partner, Tripod, multiple measure index study	Funding Staff time (KSDE) Stakeholder availability
Instrument Revisions	2012-2013	Participating districts, ETS, KSDE staff	Revisions to the second edition of KEEP(minor)	KSDE staff Professional organizations, technical assistance, ETS partnership	Funding Staff time (KSDE) Stakeholder availability
Pilot (Final)	2013-2014	Participating districts, ETS, KSDE staff	MOU signed by pilot districts KEEP instrument updates, revisions published on the KSDE website	KSDE staff Professional organizations, technical assistance, ETS partnership	Funding Staff time (KSDE) Stakeholder availability
Final Instrument Revisions	2013-2014	Participating districts, ETS, KSDE staff	Final revisions	KSDE staff Professional organizations Technical assistance, ETS partnership	Funding Staff time (KSDE) Stakeholder availability
Instrument Adoption	2014-2015	Participating districts, ETS, KSDE staff	State-wide usage or an equivalent instrument model (state approved) usage	KSDE staff Professional organizations Technical assistance, ETS partnership	Funding Staff time (KSDE) Stakeholder availability

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The Kansas State Department of Education (KSDE) respects the districts' right to decide whether or not to use the Kansas Educator Evaluation Protocol (KEEP) or some other system. KSDE, however, will require that districts teacher and principal evaluation systems meet the guidelines established as a result of the ESEA Flexibility Request. These guidelines are to be presented to the Kansas State Board of Education in June.

As the KSDE develops and defines the guidelines for the educator evaluation systems, it will also design the process and mechanisms for reviewing evaluation systems that are not using the KEEP. The alternative evaluation instrument review group will consist of licensed practicing educators from both school-based and higher education preparation units. All reviewers will be trained and calibrated prior to and during the review process. Districts not using KEEP, the State instrument, will be required to use instruments that marry educator performance to student achievement outcomes.

How Will KSDE Evaluate Locally-Designed Models Of Educator Evaluation?

The science of measuring educator effectiveness is primitive and the challenges in making it reliable are complex and costly. Local districts, especially in Kansas where there are many small districts, do not have the expertise to overcome the technical hurdles that even the nation's best academics have not resolved.⁵⁵ KSDE anticipates that most, perhaps all, districts will adopt the KEEP and use the multiple measures that KSDE will make available. If a district proposes a locally-designed educator evaluation system, how will KSDE evaluate it?

Kansas has developed a draft *Teacher and Leader Evaluation Instrument Review* that outlines the requirements of any non-KEEP educator evaluation instrument. Districts are asked:

⁵⁵ Steele, et al, op. cit.; Baker, et al, op.cit. ⁵⁵ Steele, J.L., Hamilton, L.S., and Stecher, B.M. (2010). *Incorporating Student Performance Measures into Teacher Evaluation Systems*. Arlington, VA: Rand Education. Baker, E.L., Barton, P.E., Darling-Hammond, L., Haertel, E., Ladd, H.F., Linn, R.L., Ravitch, D., Rothstein, R., Shavelson, R.J., and Shepard, L.A. (2010). *Problems with the use of student test scores to evaluate teachers*. Washington, DC: Economic Policy Institute.

1. Statements of Philosophy—how will this instrument be used for continual improvement of instruction?

The local evaluation instrument must have a means to identify the weaknesses in instruction so that these weaknesses can be corrected.

2. Differentiated Performance Levels—what are the performance levels? Evaluations must distinguish between educators' skills using at least three performance levels. Provide evidence of the performance levels and the rubrics for determining judgments.

If the local instrument does not have the capacity to distinguish between educators' skills based on their evaluated effectiveness, then it is unacceptable.

3. Multiple Valid Measures--what are the multiple valid measures in determining performance levels for professional practice and student growth measures for all students, English Language Learners and students with disabilities.

Student growth measures must be a significant factor in the evaluation process. Educator evaluation systems will be required to include state assessments as part of student growth. This will apply to every grade and subject area in which there is a state assessment. As in many states, the MAP is widely used by Kansas districts, so KSDE expects that some districts will use student score improvement as evidenced by the MAP to measure student growth. In grades 3 through 8, in math and reading, we anticipate that most districts will choose to use the Student Growth Percentile (SGP) or the Assessment Performance Index (API) data from state assessments. In the future, we also anticipate that assessments currently being planned will provide student improvement measures that can inform educator and leadership evaluations. With other states, Kansas has contracted with the Center for Educational Testing and Evaluation (CETE) to build career-oriented, pathways assessments. After the common-core assessments are implemented, more closely aligned assessments with greater instructional sensitivity may be provided to schools and districts for the purpose of measuring student improvement.

4. Evaluations of All Educators on a Regular Basis--Districts will explain how they will follow statute regarding the timeline for evaluating probationary and non-probationary teachers Article 90 – Evaluation of Licensed Personnel, 72-9003 Policy of personnel evaluation; adoption; forms; contents; time.

5. Clear, Timely and Useful Feedback--include feedback that identifies needs and guides professional learning opportunities specific to identified needs. District leadership should show how educator evaluations have affected the district's professional development plans and investments. The professional development should be substantial, of high-quality, and intensive.

6. Inform Personnel Decisions--discuss how the process and decisions will be used to inform personnel decisions. Highly effective educators are evenly distributed across the district, and highly ineffective educators are released after all effective supports have been exhausted.

Is there substantial evidence that the most effective educators have been placed in the district's highest-need schools? Examples of evidence may include:

- *If the districts' schools with the highest percentages of high-need students are below their predicted rate of performance, while schools with significantly higher proportions of more advantaged students are exceeding their predicted performance, this would be evidence that the district's most skilled educators have not been matched to its highest-need students.*
- *If, when compared to schools with similar populations, the percentile positions of highest-need schools, either on the API or the SGPs, are substantially lower than those of similar schools, this too would be evidence that the most skilled teachers have not been placed with the highest-need populations.*
- *If the district investments in the highest-need schools, in terms of professional development, educator turnover, or the ratio of instructional to administrative salaries, are less than those of significantly more advantaged populations, this too would suggest inappropriately targeted resources.*

Memorandum of Understanding Use of KEEP

Introduction

Educators are committed to setting high expectations for student learning. To achieve proficiency in their professional practice, they need the guidance and expertise of supervisors and peers in identifying both strengths and areas for improvement. Educators, teachers and administrators, are interested in the meaningful exchange of information about their practice. Educators are critically important to the success of their students. Although everyone involved in education agrees on this point, there is also consensus that our current evaluation systems do a poor job of identifying teacher and administrator strengths and weaknesses and providing mechanisms for helping them to improve. With this in mind the Kansas State Department of Education (KSDE) has contracted the services of Educational Testing Services (ETS) to develop an evaluation tool for district leaders, building leaders and teachers. Kansas Educator Evaluation Protocol (KEEP) is now ready to be piloted while concurrently piloting a data instrument. KSDE with KASB and KNEA will provide training and quarterly monitoring.

Purpose

As a part of the School Improvement Grant (1003 G), districts agreed to implement the KEEP during the 2012-13 school year. This tool was developed to reflect a seamless evaluation system of teachers, principals and superintendents supported by goal setting and evidence of practice. All participant districts, SIG and Non-SIG are required to implement KEEP according to the established protocol.

Parties to the MOU

Districts receiving a SIG Grant

Districts not receiving a SIG Grant

Duties and Responsibilities of Districts

These requirements of districts include:

- Determining the number of staff who will participate
- Selection of educators in the SIG districts to pilot the instrument
- Implementing the KEEP as it is stated in the document
- Providing KSDE with data to determine the effectiveness of the KEEP
- Ensuring appropriate personnel will participate in training for use of KEEP

Amendment or Termination of MOU

This MOU will become effective from the beginning of the State fiscal year (July 1) in which it is signed and will remain in effect until the end of the fiscal year (June 30) in which it is signed.

Limitations

The terms of the MOU are not intended to alter, amend, or rescind any provisions of Federal or State law. Any part of this MOU that conflicts with Federal or State law shall be considered null and void. In the event that any provision of this MOU conflicts with Federal or State law, the provision of the law shall govern.

Approvals

The undersigned acknowledge agreement among all parties of the roles and responsibilities outlined above.

USD # _____ USD Name _____

Superintendent _____

Superintendent Signature _____

KNSA District Leader _____

KNSA District Leader Signature _____

Figure 31

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

The Kansas State Department of Education (KSDE) has a number of processes and initiatives that are aimed at minimizing redundancy and unneeded paperwork for district staff.

- **Master Data Management (MDM):** As part of the Enterprise Data System design which began in 2007, the KSDE implemented a Master Data Management initiative with the goal of identifying master sources of data and re-using those data as appropriate across other data systems. For example, KSDE collects student demographic data such as gender, race/ethnicity, and date of birth as part of the KIDS (Kansas Individual Data on Students) Collection system, and have denoted that as the “master” of that data. So when another application such as the Migrant Data Collection application needs that data, the backend data processes pull that data from KIDS and display it within the Migrant application. If for some reason the Migrant application user does not agree with that demographic data, they are instructed to contact the KIDS data submission folks in their district and work with them to correct it. With this methodology LEA staff does not have to enter the same data multiple times, and as an added bonus, the quality of data is enhanced since situations are avoided in which the student demographic data in one system does not agree with the same student demographic data in another system. Currently, the KSDE has identified MDM sources for student data, teacher data, course data, assessment data and organization data. The Data Governance Board supports Master Data Management by acting as the approving authority for proposed changes to Master Data Sources.
- **Documentation of Requirements and Technical Design:** The KSDE software development lifecycle includes documentation of requirements through a Business Needs and Functional Overview document and documentation of the plans for technical implementation of those requirements through a Technical Design document. Each of these include sections for describing Master Data Management considerations, both where the target application is to be considered the Master, and where the target application is to use data from another Master source. In addition, each of the documents goes through a peer review process which includes the Requirements Analyst or Programmer for any specified Master sources. This process ensures that new systems and new features to systems will not be built to collect data that is already being collected by another system, and that the data collection systems are examined annually for any data that is unnecessary and would cause an undue burden to district staff.
- **Common Education Data Standards (CEDS) participation and mapping to the “state core”:** the KSDE has a representative on National Center for Educational Statistics (NCES’s)

CEDS Technical Workgroup and participates significantly in this national standards effort. The KSDE staff regularly contributes to and comments on pending data standards, and has committed to using these standards in the data systems where ever possible. KSDE was one of the first states to volunteer to map to the CEDS through the “State Core”, and continues to maintain and update its mapping as NCES enhances the tool. Mapping the KSDE data collections to CEDS allows staff to identify areas of overlapping collections that may otherwise be overlooked – causing an undue burden to district staff – and has the added benefit of ensuring comparability of the Kansas data with that of other states and with national benchmarks.

Data Steward Workgroup sharing: As a foundational component of the Data Governance Program, in 2006 KSDE instituted the Data Steward Workgroup to provide a venue in which Data Stewards from different program areas come together for professional development as well as sharing of techniques and challenges. Members of this group meet regularly and have a standard agenda item which includes program area sharing of data collection and reporting. This helps eliminate “silos” within the agency. It also reduces the chances of duplicate data collections since data stewards have knowledge of the collection systems throughout the agency.

SAMPLE FORMAT FOR PLAN

ATTACHMENTS

The attachments are numbered according to the ESEA Flexibility Request document. If a particular attachment is not included, an explanation is provided.

Attachment 1

Notice to Local Educational Agencies (LEAs)

The Kansas State Department of Education provided notice to districts and the public through webinars, meetings, posting information on the KSDE website and Facebook and email messages. Following are examples of how the information was disseminated.

INITIAL POSTING ON KSDE WEBSITE:

The following announcement was posted on the main page of the Kansas State Department of Education's website at www.ksde.org:

Public comments sought on NCLB waiver request –

In February, Kansas will be submitting to the U.S. Department of Education a request for waivers from some of the provisions of the No Child Left Behind legislation, including some of the accountability provisions. A draft of the state's waiver request is available for public review and comment on the [KSDE website](#). In addition, KSDE is hosting a free webinar/LiveMeeting for the public to discuss the request. The webinar will be Jan. 26 at 8:30 a.m. and no registration is required. More information about the webinar is available [here](#).

SECOND POSTING ON KSDE WEBSITE

Public Comment Period Re-Opened on Kansas State Department of Education's Waiver Request

The Kansas State Department of Education (KSDE) posted the Revised Kansas ESEA Flexibility Request, on its website at <http://www.ksde.org/Default.aspx?tabid=5075>. The public is invited to review the draft document and submit comments to KSDE. Comments may be sent via email to waiver@ksde.org or to KSDE, 120 SE 10th Ave., Topeka, KS, 66612-1182. Any written comments received by 5:00 PM, February 23, 2012 will be considered. The final document will be submitted to the US Department of Education by February 28, 2012.

In order to move forward with state and local educational reforms designed to improve academic achievement and increase the quality of instruction for all students, the Kansas State Department of Education (KSDE) is requesting flexibility through waivers of thirteen provisions of the Elementary and Secondary Education Act of 1965 (ESEA). The request will be submitted to the US Department of Education by February 28, 2012.

Questions regarding the ESEA Flexibility Request may also be sent to waiver@ksde.org.

POSTING ON FACEBOOK:

The following information was posted on the Kansas State Department of Education's Facebook page on January 17, 2012:

- **Kansas State Department of Education**

In February, Kansas will be submitting to the U.S. Department of Education a request for waivers from some of the provisions of the No Child Left Behind legislation, including some of the accountability provisions. A draft of the state's waiver request is available for public review and comment on the KSDE website <http://www.ksde.org/Default.aspx?tabid=5075>. In addition, KSDE is hosting free webin...See More

ESEA Flexibility (Waiver) Request

www.ksde.org

The homepage for the Kansas State Department of Education which oversees k-12 education in Kansas. Like · Comment · January 17 at 3:37pm :

EMAILS TO VARIOUS LISTSERVS

Following is the email message sent to the field via numerous listservs: superintendents, principals, board clerks, curriculum leaders, federal program administrators, ESOL coordinators, and testing coordinators.

From Dale Dennis

Sent: Friday, January 13, 2012 4:47 PM

To: 'SUPS@LISTSERV.KSDE.ORG' (SUPS@LISTSERV.KSDE.ORG)
'bdclerks@listserv.ksde.org' (bdclerks@listserv.ksde.org)

ESEA Flexibility Waiver Request LiveMeeting

The Kansas State Department of Education (KSDE) staff is submitting a request for waivers from certain provisions of the Elementary and Secondary Education Act (ESEA). To help the public and the field understand the ESEA Flexibility Request, KSDE is hosting three webinars/Live Meetings to discuss the ESEA Flexibility Waiver Request. No registration is required. The webinars will cover the same information: an overview of the waivers, 2012 AYP, 2013 Accountability (achievement, growth and gap), and identifying reward, priority and Focus Schools.

Tuesday, January 17 or Wednesday, January 18 or Thursday, January 26
2:00 PM to 3:00 PM 9:00 AM to 10:00 AM 8:30 AM to 9:30 AM

Attachment 2

Comments on ESEA Flexibility Request

Attachment 2 includes the following documents:

- Stakeholder Engagement Spreadsheet
- State Advisory Council for Special Education Members
- Committee of Practitioners Agenda and Recommendations
- Civil Rights Stakeholders Agenda and Suggestions
- Comments Addressed to waiver@ksde.org

ESEA FLEXIBILITY REQUEST - Stakeholder Engagement Summary

Date	Event (i.e. Education Summit)	Stakeholders Groups (i.e. Superintendents)	KSDE Representative (i.e. Commissioner)	Location (i.e. Topeka)	Key Points Discussed	Any Recommendations
10/05/11, 10/06/11, 10/13/11, 10/26/11, 10/27/11	Governor's Education Leadership Summits	Educators, Board members	Commissioner & Deputy Commissioner	Dodge City, Colby, Concordia, Greenbush, Wichita	Overview of ESEA Flexibility	Approved going forward with waiver request; Option C for AMOs.
10/11/2011	Kansas State Board of Education	Board members and audio streaming to educators, public	Commissioner	Topeka, KS	Initial Information -- Overview of ESES Flexibility	
10/17/2011	IDL with Service Centers	Service center directors and members (educators)	Commissioner	Oakley, Smoky Hill, Clearwater, Greenbush, Sublette	Overview of ESEA Flexibility	
10/18/2011	IDL with Service Centers	Service center directors and members (educators)	Deputy Commissioner	Topeka, KS	Overview of ESEA Flexibility	
10/18/2011	USA Board of Directors	Board members	Deputy Commissioner	Topeka, KS	Overview of ESEA Flexibility	
10/19/2011	Smoky Hill ESC	Service center directors and members (educators)	Deputy Commissioner & others	Salina, KS	Overview of ESEA Flexibility	
10/19/2011	KCEE Board Meeting	KCEE Board members	Deputy Commissioner	Topeka, KS	Overview of ESEA Flexibility	

10/21/2011	Curriculum Leaders Meeting	Curriculum leaders, superintendents, assistant superintendents	Commissioner & Judi Miller	Topeka, KS	Overview of ESEA Flexibility	
10/24/2011	QPA Advisory Council Meeting	QPA Advisory Council members	Deputy Commissioner and others	Junciton City, KS	Overview of ESEA Flexibility	
10/25/2011	Keystone Learning	Service center directors and members (educators)	Deputy Commissioner	Bonner Springs, KS		
11/01-02/2011	Kansas State Department of Education Annual Conference	Teachers, principals, superintendents, board members, parents (800+ participants)	Commissioner--general session; Tony Moss--growth models	Wichita	Overview of ESEA Flexibility	Most supportive of moving to growth model when polled
11/2/2011, 1/25/2012	Kansas Association of Special Education Administrators	Special Education Directors	Colleen Riley, Kerry Haag	Omaha, NE	overview of ESEA Flexibility	Participants were informed about the contents of the waiver and provided instructions as to how provide feedback on the draft.
11/3/2011	SEKESC	Service center directors and members (educators)	Deputy Commissioner & others	Topeka, KS	Overview of ESEA Flexibility	
11/4/2011	KASB Professors group	Professors	Commissioner	Topeka, KS	Overview of ESEA Flexibility	
11/9/2011	KS State Board of Education work session	SBOE Board Members	Commissioner & Judi Miller & Tom Foster	Topeka, KS	Overview and discussion on Principle 2	

11/10/2011 01/10- 11/2012	Meeting of Special Education Advisory Council (SEAC) (On 11/10/2012 Combined with State Interagency Coordinating Council (SICC))	Parents of learners with disabilities and/or giftedness, IDEA Parent Training Information Center, State Schools, special education teachers, administrators, infant-toddler service providers	Colleen Riley, State Director of Special Education	Topeka, KS	Overview of ESEA Flexibility	Members were informed about the contents of the waiver and provided instructions as to how provide feedback on the draft. Members are being kept informed as per request.
11/14/2011	State Accreditation Team	Team members	Deputy Commissioner & others	McPherson, KS	Accountability	
11/16/2011	Council of Superintendents	Superintendents	Commissioner & Others	Blue Valley	Overview of ESEA Flexibility with discussion on accountability (AMO, growth, gap) and interventions	1) Go for the waivers. 2) Identify lowest performing from all schools rather than just Title I schools.
11/28/2011	Council for Public School Improvement	University and school district administrators	Deputy Commissioner	Manhattan, KS		
12/3/2011	Kansas Association of School Boards	Board members, superintendents	Pam Coleman	Topeka, KS	Principle 3 with Kansas Educator Evaluation Protocol (KEEP)	
12/5/2011	QPA Advisory Council Meeting	QPA Advisory Council members	Deputy Commissioner and others	Topeka, KS	Waiver and accreditation	
12/9/2011	Workgroup 2 AMO meeting with District Representatives	Superintendents, principals, curriculum leader, assessment/data staff	Workgroup 2 AMO	Topeka, KS	Using assessment data: growth, gap, achievement, reporting	Changes to the gap report as difficult to understand; consider other ways calculate gap; otherwise, supportive of work

12/13/2011	Kansas State Board of Education	Board members	Commissioner & Judi Miller & Tom Foster	Topeka, KS	Update on waiver process with longer discussion on accountability	
12/15/2011	Title I Committee of Practitioners		Judi Miller & Others	Topeka, KS	Overview of ESES Flexibility and update on accountability and interventions/incentives	Consider all schools when determining priority & focus schools
12/15/2011	IDL with Service Centers	Service center directors and members (educators)	Deputy Commissioner & others	Topeka, KS	Overview of ESEA Flexibility	
1/5/2012	Kansas Learning First Alliance (KFLA)	Representatives from 34 organizations, including Kansas Association of Special Education Administrators	Judi Miller	Topeka, KS	Overview of ESEA Flexibility	
1/13/2012	Accreditation Work Session	Building principals from all levels	Brad Neuenswander	Topeka, KS	Overview of ESEA Flexibility	
1/17/2012	KASB Principals' Meeting	District/building administrators	Brad Neuenswander	Topeka, KS	Overview of ESEA Flexibility	
1/19/2012	KS State Board of Education	Board members and audio streaming to educators, public	Judi	Topeka, KS	Updated the SBOE with primary focus on AMOs	
1/20/2012	Curriculum Leaders Meeting	Curriculum leaders, superintendents, assistant superintendents	Brad Neuenswander/Tom Foster	Topeka, KS	Update on ESEA Flexibility	

10/21/2011, 12/9/2011 1/13/2012	Special Education Administrator Monthly Conference Call	Special Education Directors, Coordinators, Assistant Directors	Colleen Riley, State Director of Special Education	Statewide	Overview and update of ESEA Flexibility waiver	Participants were informed about the ongoing development, contents of the waiver and provided instructions as to how provide feedback on the draft.
2/2/2012	electronic mail	IDEA Parent Training and Information Center, Families Together	Colleen Riley, State Director of Special Education		Individual invitation to discuss and comment on the draft sent to the IDEA Part B Parent Training Information Center Executive Director.	
1/10/2012	Special Education Advisory Council January Meeting	Special Education Advisory Council	Colleen Riley, State Director of Special Education	Topeka, KS	Overview and update of ESEA Flexibility waiver, with request for additional input.	
2/1/2012 (aprox date)	electronic mail	Families Together, Inc.	Colleen Riley, State Director of Special Education		Shared draft of waiver, and requested input.	
2/3/2012	Civil Rights stakeholders	Hispanic, Latino, African American and Equity representatives	Brad, Judi, Colleen, Howard Shuler and Vincent Omni	Topeka, KS	Shared draft of waiver, and requested input.	Numerous recommendations--acronyms, equity, clarify Common Core and college-career ready, include African American
2/8/2012	Keystone Learning	Superintendents' Council	Brad Neuenswander	Ozawkie, KS	Update on ESEA Flexibility	
2.13, 2012	Webinar	Committee of Practitioners	Judi		Update on revisions to draft	
2/14/2012	State Board of Education	State Board members	Judi	Topeka, KS	Update on ESEA Flexibility	
2/15/2012	Council of Superintendents	Council members	Brad/Judi	Topeka, KS	Update on revisions to draft	

2/17/2012	KNEA	Teachers	Brad	Topeka, KS	Update on revisions to draft	
2/22/2012	ESSDACK	Superintendents' Council	Brad	Hutchinson, KS	Update on revisions to draft	
2/24/2012	KEEN Conference	Exemplary educators	Brad	Topeka, KS	Update on revisions to draft	

**State Advisory Council for Special Education
FY 2011-12**

Council Member	Address	Representation	Board Region	Appointment Expires
Luanne Barron	Kansas School for the Deaf 450 E Park Street Olathe KS 66061 913-791-0513 text: 913 375 0477 lbarron@kssdb.org	State Official *	3	June 2014 (2nd term)
Terry Fehrenbach	ESSDACK/USD 312 Charter School Principal - Pleasantview Academy 5013 S. Dean Road Hutchinson, KS 67501 W 620-921-5569 H 620-694-7674 terryf@essdack.org	Public Charter Schools*	7	June 2014 (1st term)
Janice Frahm	1553 County Road T Colby, KS 67701 785-462-7388 cell: 620-779-2884 jfracm@st-tel.net	LEA Official *	5	June 2012 (2nd term)
Lesli Girard †	Families Together, Inc. 501 SW Jackson Suite 400 Topeka, KS 66603 785-233-4777 cell: 785-608-7455 lesli@families-together-inc.org	Parent Training Center	4	June 2012 (1st full term)
Bill Griffith	Southeast KS Education Service Ctr. Lansing Correctional Facility PO Box 2, Mailbox 13 Lansing KS 66043 913-727-3235 ext 57521 cell 913-702-4611 bgriffith6@kc.rr.com	Adult Corrections	1	June 2012 (1st term)
Penny Lawson	823 West 5th St. Larned, KS 67550 620-285-7364 plawson@usd495.k12.ks.us	Juvenile Justice	5	June 2014 (2nd term)
Larry Katzif	Director of Students & Community Dev. North Lindenwood Support Center 315 N. Lindenwood Olathe KS 66062 W 913-780-8201 C 913-530-7091 lkatzifnls@olatheschools.org	Homeless Children	3	June 2014 (1st term)
Katherine Kerschenbrock-Ostmeyer (Past chair)	NKESC 703 West Second Oakley, KS 67748 785-672-3125 cell: 785-443-2479 kko@nkesc.org	Vocational, community or business organization concerned with provision of transition services *	5	June 2013 (2nd term)
Karen Kroh	Archdiocese of KCKCS 12615 Parallel Parkway Kansas City KS 66109 913-721-1570 cell: 913-669-1357 kkroh@archkckcs.org	Private Schools	1	June 2013 (1st full term)
Shawn Mackay	9555 W 123rd St Overland Park KS 66213 913-993-7150 shawnmackay@smsd.org	Teacher *	2	June 2012 (1st term)

Council Member	Address	Representation	Board Region	Appointment Expires
Mike Martin	2009 Carline Road Girard KS 66743 620-231-7551 cell: 620-249-4793 mmartin@frontenac249.org	Parent of a child or person with a disability *	9	June 2012 (1 st term)
Dr. Ann Matthews (Chair)	USD 437 Auburn-Washburn 5928 SW 53 rd Topeka, KS 66610-9451 W 785-339-4000 cell: 785-633-2316 matthann@usd437.net	Administrator of Exceptional Programs	4	June 2014 (2 nd term)
Matthew Ramsey	Benedictine College 1020 N 2nd Street Atchison KS 66002 913-360-7387 mramsey@benedictine.edu	Related Services	1	June 2013 (1 st term)
Dr. Joan Robbins	USD 232 De Soto Director of Special Services 35200 W. 91 st Street De Soto, KS 66018 W 913-667-6208 H 913-226-1493 jrobbins@usd232.org	LEA Official *	3	June 2014 (1 st term)
Anne Roberts	KVC Behavioral Healthcare Inc. 21350 W 153 rd St Olathe, KS 66061 913-322-4900 x 4902 cell: 816-550-4596 aroberts@kvc.org	Foster Care Agency	3	June 2014 (2 nd term)
Vicki Sharp	5209 W 68 th Prairie Village, KS 66208 cell: 913-634-5330 lynn5209@gmail.com vlsharp@kc.rr.com	Parent of a Child - with Giftedness *	2	June 2014 (2 nd term)
Dr. Sean Smith	University of Kansas 1122 W Campus Road JRP 538 Lawrence, KS 66045 785-331-2974 cell: 785 979 6517 seanj@ku.edu	IHE Special Education *	4	June 2012 (2 nd term)
SueAnn Wanklyn	1461 20 th Road Frankfort KS 66427 Cell: 785-799-4531 swanklyn@yahoo.com	Parent of a child or person with a disability *	6	June 2014 (2 nd term)
Bryan Wilson	USD 259 Wichita 201 N. Water Wichita KS 67202 316-973-4460 cell: 316-841-5515 bwilson@usd259.net	Local Education Official	8	June 2013 (1 st term)
Deb Young	PRTF Program Director, Southeast KS Education Service Center 947 W HWY 47 Girard, KS 66062 913-780-7678 785-862-7840 deb.young@greenbush.org	Other state agencies involved in the financing or delivery of related services to exceptional children	9	June 2014 (1 st term)

Title I Committee of Practitioners

December 15, 2011

Kansas State Department of Education Boardroom

AGENDA

- 9:30 Welcome, Introductions and Purpose—Judi Miller
- 9:45 Elementary and Secondary Education Act (ESEA) Flexibility Waiver Request—Judi Miller & Others
- Overview and 11 Waivers within ESEA Flexibility
 - 2012 AYP Waiver
 - 2013 Accountability:
 - Status (Achievement) Growth
 - Gap
 - Achievement
 - Annual Measurable Objectives (AMO)
 - Recognition for Reward Schools
 - Interventions, Incentives and Supports for Priority and Focus Schools
 - Teacher and Principal Evaluation Guidelines
- 12:30 Other Waivers Update—Judi Miller
- Assessment Waivers—USD 224 Clifton-Clyde, USD 418 McPherson, USD 500 Kansas City
 - Tydings Amendment Waiver—2009-2010 Funds
 - Timeline Waiver School Improvement Grant (SIG) Teacher Evaluations
- 1:00 Kansas Learning Network—Howard Shuler
- 1:15 School Improvement Grants—Norma Cregan
- 1:30 Accountability Workbook Changes—Judi Miller
- 1:45 Other and Next Steps —Judi Miller

RECOMMENDATIONS

- Design a single accountability system
- Include all schools in the determination of reward, priority and Focus Schools and provide support for all identified schools
- Be cautious of unintended consequences as design new accountability system and categorize schools
- Provided suggestions for Reward Schools

**ESEA Waiver Request Meeting
Civil Rights Stakeholders
February 3, 2012
Satellite Conference Room**

Phyllis Cottner	WABSE, Wichita USD 259
Terrell Davis	Stucky Middle School, Wichita USD 259
Adrienne Foster	Kansas Hispanic & Latino Affairs Commission
Dr. Jennifer Gordon	Kansas Alliance of Black School Educators (KABSE)/ Avondale East, Topeka Public Schools
Dave Martinez	Junction City Middle School
Tonnie Martinez	Midwest Equity Assistance Center (MEAC)
Jason McKenney	Urban League of Kansas
James Mireles	Garden City High School
Charles Rankin	Midwest Equity Assistance Center (MEAC)
Ben Scott	National Association for Advancement of Colored People (NAACP)
Katherine Sprott	Midwest Equity Assistance Center (MEAC)
Preston Williams	Kansas Alliance of Black School Educators (KABSE)

SUGGESTIONS

- Include definition of terms and acronyms
- Strengthen the link to college and career ready
- Develop partnerships with community colleges
- Be more intentional about describing Common Core Standards (KS) not just federal College and Career Ready (CCR) so that KS educators understand they are the same thing
- Consider ranking students within subgroups
- Consider adding that interventions to build sustainability will continue for Priority Schools even if they “are off the list”
- Not acceptable to note MTSS as methodology for identification as noted on page 36 and 60
- Equity needs to be emphasized throughout document
- Gap continues to be a concern
- Identify thresholds for positive performance; clarify API??
- Include other indicators such as graduation
- Change research based to evidence based
- Edit document thoroughly
- Emphasize the partnership with the Midwest Equity Center
- Describe MTSS as the framework for successful schools in Kansas

EMAIL FROM STAKEHOLDER

Sent: Monday, February 06, 2012 7:02 PM

To: Brad D. Neuenswander

Subject: RE: ESEA Waiver Request Stakeholders Meeting

I wish to thank you and your staff for taking the time to gather together, important think tank folks, to seriously discuss the ESEA Waivers for the State of Kansas in 2013 and beyond. I know that with such an important moment as this in the field of education, and the intense political attention it has drawn over time since NCLB of 2001 was signed into legislation by then President Bush, we have seen many remarkable changes in the way in which we evaluate our teaching staff, assess our current "best practices" teaching mechanisms in the classrooms, and how we hold schools accountable for the finished products - a well taught and learned student population.

We know that "one size does not fit all", and the thought that by 2014 all children will be at adequate literacy, was presumptuous at best when initially proposed by the secretary of education - Mr. Page. However, just that proposal provided a solid back drop from which to inspire our kids to reach, and with some tweaking it might have worked.

Today, we know that some groups (not sub groups) of Kansas Kids, are not producing well in the classroom, and the 20 years or more of statistics tells us all that. Specifically, our African - American Kansas Children have not been faring well in the classroom for at least a generation.

Even with the reopened Brown vs Topeka case in the late 1970's, and again in the mid to late 1980's, parents, civic organizations, and the courts have been concerned about the static nature of the learning curve for these boys and girls.

What I wish to share with this particular group here, as I will not be able to attend to the conference call on Thursday of this week - is this: The question I raised at last Friday's meeting was: Is there a distinct relationship between the Accountability Process of the KSDE and each school's Curriculum and Instruction Modality? The answer I received from Judi Miller was Yes!

However, upon hindsight there is potentially no such relationship in existence when each school district has no official entity that it has to engage with, when the legislature doles out the money to particular school boards? These past 20 years has clearly indicated that Black Students in Kansas are more than 5 - 7 percentile points behind their White contemporaries by the 3rd grade, and by the 11th grade that gap has widen to more than 15% percentiles. Something is desperately wrong!

When folks in the room then begin to explain it away by saying that "all kids need additional

assistance", we then see why the individual school boards also use the same analysis. The data did not say all kids were reflecting the same data points of decline, it said that Black students were reflecting those numbers. So, it would seem that when we are discussing Black students, we cannot target them as a group, disaggregated from the rest of the student groups, because that would be offering these needy students what? Preferential Treatment? Treating them differently than the rest of the students? The problem is that we are already treating them differently, but the next processes for Black students include going from wide-eyed capable children - who raise their hands at every turn from kindergarten - the second grade, to 3rd grade students who no longer raise their hands or directly participate in the educational process in the classroom. By the 11th grade, these same students are not graduating in great numbers, and many have been lost to the streets because of not having other transparent alternative seen by these same students.

We have to direct specific monetary resources to Black students, as early as pre-school, and right on through high school, if we are to truly change the dynamics of how we are not educating our Black students. If we simply say, Well, all children need this extra boosts and just continue to provide the school districts with the necessary funds without any KSDE oversight to ensure that the money is targeted to the students most in need at the time, then we will continue to be disappointed by the results we are getting now from our Black students. The problem is not with the schools, it happens before the schools ever receive the money from the legislature. It happens right here at KSDE.

We have all heard it over and over again, but it bears being repeated here. Insanity is continuing to do the same things that fail over and over again, and then expecting to get a more positive result. It won't happen. Without each person in that room that we were in last Friday, having the personal commitment and the Will to Implement something different for Black Kansas Kids, the evaluative results that we have been seeing since the early 1990's will continue. It is not about test results right now. It is about having a culturally-competent curriculum, taught by culturally competent teachers. When will we learn? This is Black History Month. Wouldn't it be great if we could make this decision at this moment in time? When will we learn? And at what costs are willing to allow Black children to flounder in the classroom before we act?

COMMENTS

The Kansas State Department of Education created an email box for people to send in their comments regarding the ESEA Flexibility Request. The address was waiver@ksde.org. No written comments were submitted to that address by February 1, 2012 when the initial public comment period closed.

A second public comment period was opened on February 15, 2012 and closed on February 23, 2012. The two emails that were received during that period follow:

EMAIL FROM STAKEHOLDER

Sent: Friday, February 17, 2012 5:58 PM

To: waiver@ksde.org

Subject: waiver comments

Page 20 -Thank you for moving toward improving assessments of English proficiency and for aligning it with the new assessment and accountability plan.

Page 25 - Under component 1, I am seeing the 'natural' appears several times. Given the specificity of this document, the word 'natural' is vague. For example, what qualifies as a "natural plateau" and how does one determine when the data is no longer plateau-ing? I am finding further clarification later in the document (page 35, for example), however, it would be helpful at this point to know where more detail is available.

Page 26 a) Regarding the gap analysis, I like the idea of having local level AMO's. However, there will be questions about what happens when a school's population changes drastically from one year to the next. b) Regarding the reporting of subgroups, we are glad to see an effort to remove specific subgroup performance from the accountability system. We are also glad to see that KSDE plans to continue reporting subgroup performance for targeting school improvement efforts.

Page 36 - In reviewing the methods for calculating student growth measures, I am wondering whether the system encourages schools to purposely 'lower' their 3rd grade scores so that growth from 3rd to 4th grade will appear higher thus increasing the likelihood of having a higher median growth rate.

I am concerned about the dual system that identifies reward/priority/focus schools among Title schools without a having similar system for all schools. I hope KSDE is also working on finding ways to recognize all schools that are successful in a manner that encourages collaboration among schools and school districts rather than competition. Standard of Excellence has been a good model for this while the "Governor's Award" and "Blue Ribbon" have not.

Considering the complexity of this plan, it is relatively easy to read and it addresses the major concerns about the current NCLB model. Thanks for all of your work in putting this document together.

EMAIL FROM STAKEHOLDER

Sent: Thursday, February 16, 2012 9:06 AM

To: waiver@ksde.org

Subject: Waiver Comment

Comments Regarding the Revised Kansas ESEA Flexibility Request

The Flexibility Request does not go far enough in righting the wrongs already done by a decade of failed top-down education policy-making. It is sprinkled with nice sounding little generalities like “one-size-fits-all testing” and focusing more on qualitative data but is predominately just another way to reframe the one-dimensional, high-stakes testing cycle. The evaluation component being forced down our throats from the “Race to the Top” ideology will further erode critical local control of our public schools. In short, this attempt to fix what’s broken does little to help local districts make the pedagogical changes necessary to improve student achievement.

I have watched our State, over the past ten years, pat itself on the back for outstanding achievement gains, that are nothing more than curricular alignment to the test, or more simply put, “teaching to the test.” NAEP and ACT scores are showing minimal improvement. We must find a way to begin to refocus our school improvement cycles on teaching to what ASCD calls the “whole child.” Student engagement is a critical factor in getting our students to perform on higher levels. The Flexibility Request all but assures our classrooms will continue to bore and disengage another generation of our children. We can and must do better. It’s time for Kansas to stand up and demand the federal government get out of our way so that teachers, parents, and local leaders can build a better system.

Attachment 3

Notice and Information Provided to Public

Notice and information was provided to the public in several ways. A notice was posted on the Kansas State Department of Education's website and announced on its Facebook page. In addition, webinars providing an overview of the ESEA Flexibility were available to the public.

The following notice was posted on the Kansas State Department of Education's website at www.ksde.org and <http://www.ksde.org/Default.aspx?tabid=5075> on January 17, 2012. It was announced on Facebook and also sent via the various KSDE listservs to school staff and organizations. The notice was also announced in a press release on January 17, 2012.

Notice of Intent to Submit ESEA Flexibility Waiver Request

The Kansas Department of Education (KSDE) is requesting from the U.S. Department of Education (ED) the Elementary and Secondary Education Act (ESEA) Flexibility offered by the ED on behalf of the State of Kansas, its districts and its schools in order to better focus on improving student learning and increasing the quality of instruction. The request is to waive specific requirements of the current ESEA known as the No Child Left Behind Act of 2001 (NCLB).

The KSDE is soliciting comments—both supporting and non-supporting – on the ESEA Flexibility Request. All comments submitted during the comment period will be read and taken into consideration. Providing comments to the KSDE does not guarantee all comments will be implemented. This notice meets the notification requirements under Section 9401(b)(3)(A)(i) of the Elementary and Secondary Education Act. **Districts and the public are invited to submit written comments to the KSDE no later than 5:00 PM (CST) on February 1, 2012.** After that date, the KSDE will submit those comments to the ED as part of the ESEA Flexibility Request application. Submit written comments to waiver@ksde.org or via fax to Judi Miller at 785-296-5867 or to Judi Miller, KSDE, 120 SE 10th Ave, Topeka, KS, 66612.

The ESEA Flexibility is offered in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

Kansas is seeking the following waivers:

1. For determining adequate yearly progress (AYP)
 - a. for 2012, use the 2011 AYP targets (annual measurable objectives—AMOs)
 - b. beginning with 2013 AYP, use achievement, growth and reducing the gap AMOs.
2. From identifying Title I schools for improvement, corrective action or restructuring (States will identify reward, priority and Focus Schools instead)
3. From identifying districts for improvement or corrective action
4. From the limitations on the use of Rural Education Achievement Program (REAP) funds for districts not making adequate yearly progress
5. From the requirement that Title I schools have a poverty percentage of at least 40% to become a schoolwide
6. For distribution of the School Improvement funds section 1003(a) to priority and Focus Schools rather than schools on improvement
7. For distribution of funds reserved to Reward Schools
8. From the provisions in Title IIA Teacher Quality that require improvement plans when districts do not meet the highly qualified teacher criteria
9. From the limitations on the amount of funds available under the transferability provisions (waiver would permit transferring 100% of certain funds into Title I)
10. For the distribution of School Improvement Grant (SIG) funds section 1003(g) to any Priority School implementing one of the four SIG reform models
11. From the limitation that 21st Century Community Learning Centers (21st CCLC) grants may not be used during regular school day

The ESEA Flexibility Request application for Kansas is posted at
<http://www.ksde.org/Default.aspx?tabid=5075>

Attachment 4

Evidence on Formally Adopting College- and Career-Ready Standards

Following is an excerpt from the October 12, 2010 Kansas State Board of Education minutes. The complete minutes are posted on the Kansas State Department of Education's website at <http://www.ksde.org/Default.aspx?tabid=3876>

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes

October 12, 2010 CALL TO ORDER

Chairman Waugh called the September meeting of the State Board of Education to order at 10:01a.m., October 12, 2010 in the Board Room of the Kansas Education Building, 120 SE 10th Avenue, Topeka, Kansas. 10/12/10a.m. session audio archive (00:00:04)

ROLL CALL

Members present were:

Carolyn L. Wims-Campbell

Kathy Martin

Sally Cauble

Jana Shaver

Walt Chappell

Sue Storm

David Dennis

Janet Waugh

Members Willard and Bacon were absent and would also be for the whole meeting. . .

ADOPTION OF THE COMMON CORE STANDARDS (00:51:33)

Dr. Foster gave an overview of how the Standards were developed, as well as information on their focus. Mrs. Cauble moved, with a second by Mrs. Wims-Campbell, that the State Board of Education adopt the Common Core State Standards for Mathematics and English Language Arts including the Kansas enhancements to the standards referred to as the State 15% option. Discussion followed with all Board members, but one, speaking in favor of the motion. Several expressed their gratitude for changes to make the standards more accessible and for having had the opportunity to hear from the writing committee members and staff who had reviewed and made suggestions during the standards development process. The member who opposed adoption was concerned about the standards being too academic and neglecting career and technical education. During the discussion, Dr. DeBacker and Dr. Foster indicated a tentative transition plan would be brought to the board at the November meeting. The motion carried 7-1, with Chappell voting in opposition.

Attachment 5

Memorandum of Understanding or Letter from Institutions of Higher Education Certifying State Standard's Correspond to Being College- and Career-Ready (if applicable)

On the next page is a letter of intent signed by the President and CEO of the Kansas Board of Regents indicating that students would be placed in credit-bearing courses if they meet the appropriate achievement standards on the new consortium assessments.



KANSAS BOARD OF REGENTS

1000 SW JACKSON • SUITE 520 • TOPEKA, KS 66612-1368

TELEPHONE – 785-296-3421
FAX – 785-296-0983
www.kansasregents.org

June 4, 2010

Dr. Diane DeBacker, Interim Commissioner
Kansas State Department of Education
120 S.E. 10th Street
Topeka, KS 66612

Dear Commissioner DeBacker,

I enjoyed the meeting with you this week regarding the SMARTER Balanced Assessment Consortium. I think that this project certainly aligns with the mission of the Kansas P-20 Council and the strategic direction of the Kansas Board of Regents to improve alignment of the state's PK-12 system with its postsecondary education system.

I have attached the signed form indicating the Kansas Board of Regents' willingness to be involved as you pursue this consortium. As indicated in the "responsibilities of the IHE or IHE system", I believe that the meaningful involvement of our staff and the postsecondary institutions in the design and development of the assessments, as noted in the first responsibility, is critical to gaining their confidence in agreeing to the second responsibility.

We look forward to working with you on this and give you our best wishes as you pursue this grant opportunity.

Sincerely,

Andy Tompkins
President and CEO

cc: Christine Downey-Schmidt, Kansas Board of Regents

Attachment

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name:

State's higher education executive officer, if State has one (Printed Name):

Andy Tompkins

Telephone:

785-296-3421

Signature State's higher education executive officer, if State has one:



Date:

6-4-10

President or head of each participating IHE or IHE system, (Printed Name):

Telephone:

Signature of president or head of each participating IHE or IHE system:

Date:

May 14, 2010

3

Attachment 6

State's Race to the Top Assessment Memorandum of Understanding (MOU)

Attachment 6 includes three documents:

- Document of Commitment with the Smarter Balanced Assessment Consortium
- Dynamics Learning Maps Update
- Common Core Assessment Transition Plan (Years 2012-2015)

Smarter Balance Assessment Consortium Document of Commitment

Please sign and return by April 15, 2010 to
Tony Alpert, Director of Assessment, Oregon Department of Education
Email as PDF attachment to: Tony.Alpert@ode.state.or.us , or
Fax: 503-378-5156

The Document of Commitment may be returned after April 15, allowing a state to begin to participate as a voting Member State from the date of commitment. Signature on this document indicates support of decisions made prior to Consortia receipt of this document.

Complete descriptions of the responsibilities and time commitments of various levels of consortium governance are provided in the Governance Structure document. This initial governance structure refers to the proposal process only. Governance structure will be revised after proposal acceptance to reflect long-term needs during the grant implementation period.

State Name: Kansas

Please indicate which governance levels are of interest to your state at this time.

- ☐ **Member State** – May also sign as member state for other consortia, may participate in setting general direction, may vote on selected issues.
- ☒ **Governing State** – May only sign with one consortia per competition category; has an active role in policy decisions, is committed to using the assessment system or program developed.
- ☒ Please consider my state for representation on the **steering committee**. (10 hr/wk)
- ☐ Please consider my state for representation on the **proposal design team** (20 hr/wk)
- ☐ We are interested in participating in the following **work groups** (variable hr/wk)
- ☒ Item Specs/Quality Control, Writing/Constructed Response Scoring/Validity
- ☒ Psychometrics, Reliability, Standard Setting, Reporting
- ☒ Universal Design, Test Administration, Accommodations, Special Populations
- ☐ Technical Specifications/Requirements
- ☐ Communications and Documentation
- ☐ External Validation, Research and Innovations
- ☐ Professional Development and Capacity Building (IT and Human)
- ☐ Formative and Benchmark Assessment
- ☒ Performance-Based, Curriculum-Embedded Assessments
- ☒ High School and Higher Education

Dave M. DeBuck
Chief State School Officer Signature

4/14/10
Date

Kansas belongs to the Smarter Balanced Assessment Consortium (SBAC) that is developing new assessments for English language arts and mathematics based on the Common Core State Standards. SBAC is made of workgroups comprised of state department employees of member states that are developing the Race to the Top (RTT) grant assessment. Kansas has four employees on workgroups and one employee that is the co-chair of the Accessibility and Accommodations workgroup.

In addition, Kansas belongs to the Dynamic Learning Maps (DLM) consortium which has thirteen member states. DLM was awarded a grant from the U.S. Department of Education to develop an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) based on Common Core State Standards.

ASSESSMENTS for STUDENTS with DISABILITIES

Kansas is actively involved in the development of not only the math and reading assessments through the Smarter Balanced Assessment Consortium but also the creation of a new generation of assessments for students with disabilities referred to as Dynamic Learning Maps. Following is a recent news release regarding those assessments.

Milestones exceeded on project to create innovative assessment of students with disabilities

The University of Kansas has made progress in developing a new generation of assessments for students with the most significant cognitive disabilities.

January 4, 2012

Milestones exceeded on project to create innovative assessment of students with disabilities

The University of Kansas has made progress in developing a new generation of assessments for students with the most significant cognitive disabilities. The \$22 million grant, the largest in KU history, was given to the Center for Educational Testing and Evaluation in 2010 by the U.S. Department of Education, Office of Special Education Training Programs.

The grant was awarded to fund development of the Dynamic Learning Maps Alternative Assessment System, known as DLM. Thirteen states are participating in the project: Iowa, Kansas, Michigan, Mississippi, Missouri, New Jersey, North Carolina, Oklahoma, Utah, Virginia, West Virginia, Washington and Wisconsin.

Set for large-scale use during the 2014-2015 school year, the DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The system is designed to more validly measure what students with significant cognitive disabilities know and can do. The assessment system is structured around a learning map, which models many potential pathways students may take on their path to gaining academic content. The map is populated by a connected network of thousands of sequenced learning targets, or skills, that student need to learn by the end of high school. It is dynamic because it selects test items and tasks for a student based on that student's previous responses. It is a connected network because skills build upon other skills, and students need to demonstrate prerequisite knowledge and ability before advancing from one skill to another.

The center is ahead of schedule, having developed seven grade levels of the learning map in the first year of the grant period. As part of the map's development, educators from across the country examined the map during a two-day content review in September and gave it overwhelming praise.

“It [the learning map] is so intricate because you can see the pathways and how some individual might go one way, and another individual might go another way,” said Jeff Crawford, an educator from Washington. “The learning map is unbelievable. It’s very complex and very detailed.”

“The learning map itself is very helpful for teachers in learning alternative routes for students to end up at the same destination,” said Terri Portice of Michigan.

The map will undergo two more reviews by special education and cognitive psychology experts in 2012 and then be validated through the extensive collection of student data in the 13 participating states.

The next stage of DLM work, development of instructionally relevant item types that go beyond traditional multiple-choice items, has already begun. Historically, tests have been designed to measure skills efficiently, but in the face of high-stakes accountability systems, many teachers have begun teaching to tests. DLM has been working with master teachers to design test items that model good instructional activities so that if teachers do teach to the test, the tests will be worth teaching to. Prototypes of the new item types are under development and will be tried out with students and presented to teachers for feedback over the next few months.

DLM is a comprehensive assessment system grounded in research evidence and emerging theory about assessments for students with significant cognitive disabilities. It breaks new ground in universal design for assessment, learning map development, instructionally embedded assessment, and technology-based, instructionally relevant item types. The project website, dynamiclearningmaps.org, provides more information.

For more than 30 years, the Center for Educational Testing and Evaluation has partnered with the Kansas State Department of Education to deliver a variety of assessment services under the Kansas State Assessment Program, the comprehensive assessment system Kansas schools use to determine whether a student learns the intended curriculum. The center also offers online training resources, practice tests and tutorials to help prepare students and educators for the Kansas assessments.

Written By: tmiller

Date Posted: 1/23/2012

Number of Views: 77

Common Core Assessment Transition Plan (Years 2012-2015)

In the school year 2015, Kansas will implement Common Core Assessments in language arts and mathematics. Not only will the new assessments measure the Kansas Common Core Standards, but they will also incorporate a two-stage adaptive feature. In preparation for these new language arts and mathematics assessments, Kansas has designed the following transitional assessment plan for all of its assessed content areas:

General Assessments/KAMM/Alternate Years 2011/2012

Reading: administer reading (2003 Kansas standards) in grades 3-8 and H.S.

Mathematics: administer mathematics assessments (2003 standards) in grades 3-8 and H.S.

Science: administer science assessments (2005 standards) in grades 4, 7, and H.S.

History/Government: administer History/Government assessment (2005 standards) in grades 6, 8, and H.S.

English Language Proficiency: administer the Kansas English Language Proficiency Assessment (2004 Standards) in grades K-12.

General Assessments/KAMM/Alternate Years 2012/2013

Reading: administer reading (2003 standards) in grades 3-8 and H.S.

Mathematics: administer mathematics assessments (2003 standards) in grades 3-8 and H.S.

Science: administer science assessments (2005 standards) in grades 4, 7, and H.S.

Writing (including KAMM): administer writing assessment (2004 standards) in grades 5, 8, and 11. (NOTE: The 2013 writing assessment will incorporate for the first time the Kansas Writing and Instruction Evaluation Tool (KWIET). This tool has been developed for the express purpose of assisting Kansas educators with writing and constructed response tasks that are a part of the Kansas Common Core standards. Beginning in 2015 writing will be assessed in Kansas by means of the Kansas Common Core Language Arts Assessment.

English Language Proficiency: administer the Kansas English Language Proficiency Assessment (2004 Standards) in grades K-12.

General Assessments/KAMM/Alternate Years 2013/2014

Common Core Language Arts: administer *pilot* of the Kansas Common Core LA Assessment.

Common Core Mathematics: administer *pilot* of the Kansas Common Core mathematics

Assessment Science: administer science assessments (2005 standards) in grades 4, 7, and H.S.

History/Government: administer History/Government assessments (20012 standards) in grades 6, 8, and H.S. (NOTE: The 2014 History/Government assessment will incorporate constructed-response assessment items. The Kansas Writing and Instruction Evaluation Tool (KWIET) will be

adapted to serve in the History/Government assessment as a means of scoring constructed-response items.

English Language Proficiency: administer the Kansas English Language Proficiency Assessment (2011 Standards) in grades K-12.

General Assessments/Alternate Years 2014/2015

Language Arts: administer the Kansas Common Core Assessment in Language Arts.

Mathematics: administer the Kansas Common Core mathematics Assessment

Science: administer science assessments (2005 standards) in grades 4, 7, and H.S.

English Language Proficiency: administer English Language Proficiency Assessment (2011 standards) in grades K-12.

Dynamic Learning Maps Language Arts Assessment

Dynamic Learning Maps Mathematics Assessment

Attachment 7

Evidence that Assessments and Academic Achievement Standards have been Submitted for Peer Review or Timeline for Submitting to US Department of Education

Peer Review of Assessments and Academic Achievement Standards

The current state reading, mathematics and science assessments and academic achievement standards were submitted to the US Department of Education for Peer Review from 2006-2009. The letters of approval are posted on the US Department of Education's website at <http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html>

The Kansas State Department of Education will submit its new assessments and academic achievement standards according to timelines established by the Smarter Balanced Assessment Consortium and the US Department of Education.

Smarter Balanced Assessment Consortium Peer Review

The Consortium's Technical Advisory Committee (TAC) provides guidance to the leadership and work groups of Smarter Balanced throughout the four-year grant period on technical assessment matters pertaining to validity and reliability, accuracy and fairness. Areas of expertise of TAC members include assessment design, computer adaptive testing, assessment accommodations, and uses of tests in mathematics and English language arts. All members are highly regarded national experts who have published widely in their fields. Our expectation is to participate in the peer review process guided by this TAC according to the timeline established by the USDE. For a list of committee members and bio's see the SBAC website (<http://www.k12.wa.us/SMARTER/TechAdvisory.aspx>).

Attachment 8

**Average Statewide Proficiency Based on Assessments Administered
in 2010-2011 in Reading/Language Arts and Mathematics for the “All
Students” Group and All Subgroups**

(See Next Page)

Kansas Percent Proficient or Above, Selected Subgroups,
Public Schools, Report Card Populations, 2006 - 2011

		2006	2007	2008	2009	2010	2011
All Students	reading	79.09	80.95	84.14	85.49	86.05	87.15
	math	73.60	78.25	81.03	82.58	82.76	84.16
	science	.	.	85.28	86.15	85.90	86.21
Free and Reduced Lunch	reading	66.69	70.40	74.25	76.41	77.69	80.04
	math	61.72	68.34	70.99	73.37	74.22	76.54
	science	.	.	74.94	76.73	77.38	78.14
Students with Disabilities	reading	61.14	64.33	69.40	71.97	71.93	73.60
	math	55.55	59.92	63.80	65.97	65.93	68.37
	science	.	.	70.23	69.61	69.14	69.71
English Learners	reading	47.17	50.85	58.45	62.00	64.76	70.03
	math	54.04	58.73	63.80	66.64	69.30	72.39
	science	.	.	60.52	62.72	65.68	68.44
African American	reading	60.02	62.90	68.21	70.42	73.37	76.19
	math	50.89	58.84	61.90	64.41	67.23	69.68
	science	.	.	64.85	66.62	68.37	69.43
Hispanic	reading	58.96	65.30	70.27	72.41	74.80	77.55
	math	57.85	66.29	69.78	71.80	73.23	75.96
	science	.	.	70.09	71.35	73.79	75.06
White	reading	84.56	86.52	88.60	89.98	88.08	88.96
	math	78.63	83.21	85.32	86.79	84.78	86.10
	science	.	.	90.20	91.07	88.52	88.75
Asian and Pacific Islanders	reading	77.14	82.42	85.53	85.58	86.28	86.76
	math	81.15	84.44	86.31	87.79	87.71	88.25
	science	.	.	87.22	87.57	85.56	86.18
American Indians	reading	74.66	77.96	80.72	81.87	76.22	79.41
	math	65.89	73.01	74.75	76.85	73.29	75.89
	science	.	.	83.94	83.27	76.25	77.02
Multi-Racial	reading	76.56	79.71	82.31	83.29	82.97	84.25
	math	71.69	76.88	78.44	79.65	78.06	79.46
	science	.	.	83.42	83.92	81.46	82.72

Attachment 9

Table 2: Reward, Priority and Focus Schools

REWARD SCHOOLS

The Kansas State Department of Education has a preliminary list of Reward Schools; however, the districts and schools have not been notified of their preliminary status. In addition, KSDE intends to finalize the list when the 2012 state assessment results are available.

The Reward Schools are identified through Assessment Performance Index which is achievement (highest-performing) over time. Ten percent of the Title I schools are identified as Reward Schools.

PRIORITY SCHOOLS

The Kansas State Department of Education has a preliminary list of Priority Schools; however, the districts and schools have not been notified of this preliminary status. In addition, KSDE intends to finalize the list when the 2012 state assessment results are available.

The preliminary list of Priority Schools includes the lowest 5% of Title I schools based on both achievement and lack of progress (growth) of the all students group. There are 33 schools on the list. The schools are either elementary or middle schools. No high schools are identified as Priority Schools. No Priority Schools were identified based on graduation rate. Only nineteen high schools are participating in Title I this year; all nineteen had graduation rates above 60%. There are seven School Improvement Grant (SIG) schools on the preliminary list; the remaining 26 are based on lowest performance according to the Assessment Performance Index.

FOCUS SCHOOLS

The Kansas State Department of Education has a preliminary list of Focus Schools; however, the districts and schools have not been notified of this preliminary status. In addition, KSDE intends to finalize the list when the 2012 state assessment results are available.

The preliminary list of Focus Schools includes 10% of Title I schools with the largest gaps in achievement and lack of progress over a number of years. There are 66 schools on the list. The schools are mostly elementary and middle schools. No Focus Schools were identified based on graduation rate. Only nineteen high schools are participating in Title I this year; all nineteen had graduation rates above 60%.

Attachment 10

Guidelines developed and adopted for local teacher and principal evaluation and support systems (if applicable).

Note: The Kansas State Department of Education is in the process of developing the guidelines with input from teachers and principals.

Attachment 11

Evidence that the State Educational Agency adopted one or more guidelines of local teacher and principal evaluation and support systems

Note: The Kansas State Department of Education is in the process of developing the guidelines with input from teachers and principals.

Appendix A

The following items are provided in support of Principle 1 College- and Career-Ready Expectations for All Students:

Standards Development Committee Selection Process

Sample feedback on Common Core State Standards from ELA and Mathematics- A

Sample feedback on Common Core State Standards from ELA and Mathematics - B

Kansas Common Core Transition Plan

Kansas Common Core Transition Timeline

KSDE Talking Points on Common Core Standards

Professional Learning Timeline

Standards Development Committee Selection Process

Standards Development Committee Selection Process (as of April 2011)

Academic standards in Kansas are required to be reviewed every 7 years. The review process takes 1 ½ to 2 years from beginning to adoption/approval by State Board of Education. In Kansas we have both assessed standards and model standards. Our assessed standards are those for which state assessments are developed. Currently those are: Reading, Writing, Mathematics, History/Government, Science, and English for Speakers of Other Languages. All other academic curricular areas are considered model standards. Currently Kansas has model standards in Dance and Creative Movement, Driver Education, Health Education, Library Media and Technology, Music, Physical Education, School Counseling, Theatre, Visual Arts, and World Languages. In addition to the academic standards, Kansas has curriculum standards/competencies developed around the Career and Technical Education areas.

Regardless of which academic standards are being reviewed, KSDE attempts to keep the process the same with only a few exceptions.

Assessed Standards	Model Standards
25 Member Committee	25 Member Committee
Representation that reflects educational constituency	Representation that reflects educational constituency
Diversity in gender and ethnicity	Diversity in gender and ethnicity
Membership must have representation of all 10 State Board of Education districts	Membership must have representation of all 10 State Board of Education districts
Formal request to board to nominate members	Inform field of standards development inception and request participation
Select Committee	Select Committee
Present Committee names to State Board with official information about the start of the standards writing process	
Divide 25 member committee into two committees:	Divide 25 member committee into two committees:
10-13 Writing Committee 10-13 Review Committee	10-13 Writing Committee 10-13 Review Committee
Bring 25 member committee together for initial meeting	Bring 25 member committee together for initial meeting
Committees begin their work	Committees begin their work
Drafts of Standards are posted for feedback	Drafts of Standards are posted for feedback
Board adopts/assesses standards	Board adopts/assesses standards

In the last year, we have reviewed our Reading, Writing, Mathematics, and English for speakers of Other Languages Standards. With a national focus to common core standards, Kansas standards for Reading

Standards Development Process April 2011

and Writing are no longer separate standards. They have been combined to form the "Kansas Common Core Standards in English Language Arts".

This year KSDE will be reviewing the History/Government standards and the Theatre Arts standards. In addition, there is some discussion across the United States to develop common core standards in science. If this proves to be the case, we'll assemble a committee to review the drafts as they develop (similar to how Kansas responded to the Common Core Standards development in math and English Language Arts).

Standards Development Timeline for History/Government

May 2011	- Develop budget for standards development - Inform field of standards development inception and request participation - Request State Board nominations for standards committees (via Dr. DelBuckner) - Begin compiling a list of possible committee members
June 2011	- Complete compiling list of possible committee members - Secure funding - Resolve nominations from State Board members - Select membership for Standards Committee - Letters to superintendents and others about selection of their teachers and/or staff to the standards committee - Commitment letter sent to committee members with date of first meeting
July 2011	- Commitment letters returned from standards committee members - Recruit additional members if necessary - Board item developed for August agenda on standards committee and writing process
August 2011	Present memorandum to State Board
September 2011	First meeting of standards committee and of writing (full committee)
October 2011	Standards writing committee meets, reviews writing committee feedback and continues work
November 2011	Standards review committee reviews writing committee draft and provides feedback
December 2011	First draft is placed on website for public review
January 2012	Information is sent to the field regarding the draft
February 2012	Standards writing committee meets, reviews public feedback and continues work
March 2012	Standards review committee reviews writing committee draft and provides feedback
April 2012	Information is placed on KSDE Public Comments website
May 2012	Standards writing committee meets, reviews and implements changes/adaptations and continues work
June 2012	Second draft is placed on website for public review
July 2012	Information is sent to the field regarding the draft
August 2012	Standards writing committee meets, reviews public feedback and continues work
September 2012	Standards review committee reviews writing committee draft and provides feedback
October 2012	Information is placed on KSDE Public Comments website
November 2012	Third draft is placed on website for public review
December 2012	Information is sent to the field regarding the draft
January 2013	Develop board item regarding standards
February 2013	Present to State Board draft of standards and request feedback

Standards Development Process April 2011

**Sample feedback on Common Core State Standards from ELA and
Mathematics - A**

Questions for State Feedback on the November 13, 2009 Draft of the K-12 Common Core State Standards in English Language Arts and Mathematics

1. Is the architecture of the draft standards clear and easy to follow? How can we ensure the documents are designed to be accessible for all audiences?

Foundations could be moved to the beginning of the document. Foundations are not only useful for Kindergarten-3rd grade but also for At-Risk and English Language Learners.

Need consistent language/wording of the text types for reading and writing or a definition of why reading and writing use different terms. Fiction/nonfiction for Reading and narrative, informative/explanatory, and argumentative for Writing could be confusing for all audiences. Consistency would help to pull the various strands (reading, writing, listening and speaking) into a more cohesive whole where skill development in one strand buttresses and expands skill development in another.

Reading needs to include some reference to the five strands of reading (alphabetic, fluency, vocabulary, and comprehension).

This document needs to be accessible for all content teachers at the high school level. A section needs to be added at middle and high school levels for "Literacy Learning in the Content (Disciplines)" just as a "Foundations" piece is included for K-3rd grade.

Consistent numbering of these core concepts and skills across grade levels is needed to help educators see the scope and sequence of this work. For example, the writing skill "excludes extraneous information" is numbered 7 in grades K-3, is numbered 8 in grades 4-8, and is numbered 25 in grades 6-8. Consistent numbering will allow educators to follow more easily the increasing rigor as these concepts matriculate through the grade bands.

Clarify the relationships among "key achievements," "core skills," and "core skills applied to text types." Is a hierarchical structure present here? In other words, at a particular grade level, is a certain "key achievement" reached by accomplishing a particular set of "core skills" and/or "core skills applied to text types?" If so, that needs to be clearly articulated both in words and in the formatting/structure of the document.

2. In what ways does this early draft convey a coherent vision of the discipline? What else is needed to enhance a coherent vision?

The combination of Reading, Writing, and Listening, Speaking and Viewing at each grade level span gives a coherent vision of the discipline. The Key Achievements and Core Skills Applied to Text Types help support the Core Skills for each area.

Although the document begins to support language arts as a cooperative/community activity between students and not as an isolated activity, this element needs to become a stronger focus. Reading, Writing, and Speaking and Listening (and also skills in viewing and thinking) are social skills that are learned, refined, applied, and understood in a social context. These standards seem to present them as skills that operate largely in a context of isolation. Such a presentation undermines the authenticity of these skills and suggests these skills should be taught and assessed in such a manner of isolation as well. Additionally, the complete absence of skills in viewing and thinking further undermine the cohesive, integrated nature of English language arts instruction. Adding these elements would create a more coherent vision for the discipline. Throughout the document—and within the language of the core skills, specifically—more attention needs to be paid to the idea that texts and meaning are constructed, interpreted, and communicated in a collaborative/social manner.

The section for Illustrative Texts is a worthwhile compilation of texts. However, school districts need to be able to select text based on the cultural and intrinsic needs of the students. More in-depth discussion needs to take place before lists of recommended readings are presented to educators. Although historically significant texts are important so are current literary texts. Student engagement is of utmost importance and a selection of dated literature may not be appropriate for all students. The footnote about readability levels needs to be emphasized and included in the primary text. In addition to the illustrative (not exhaustive) lists of text, it would be helpful for educators to see articulated the criteria with which they should be evaluating texts. In addition to text difficulty and readability, should educators also be considering the literary or aesthetic value, the degree to which it is perceived students will be engaged by texts, and/or the opportunities texts create for additional writing and/or speaking and listening learning as well? Such an articulation of these “criteria for text selection” would assist educators greatly in making decisions that ensure rigor while at the same time ensuring relevance and appropriateness in different communities and contexts.

Technical text is not included and needs to have a stronger presence in the document.

21 Century Learners demand literacy skills that can be integrated.

3. To the extent that the early drafts provide progressions for grade level/grade span expectations, does the document present a rigorous, yet reasonable continuum of expectations?

No, a continuum is not apparent between most of the Core Skills from Kindergarten to College Readiness. There are several holes in the sequence of skills from Kindergarten to College. Much work is to be done so that a continuum can be achieved. As noted above, consistent numbering of core skills and an additional "scope and sequence" presentation of these core skills and concepts across grade bands would be very beneficial and would help to show where these holes exist.

Some of the verbs used to describe each skill do not lead themselves to assessment of the skill.

4. Is the language in this early draft clear, concise, and precise? Please identify any areas where more concision and precision is needed.

There are no sources of research cited in any part of the document. Footnotes and a bibliography would be helpful to enable educators to continue study of the research used to write this document.

Grades 6-8, Writing Core Skill #22

Original Language: "Signal relationship among ideas, events, and other elements of text."

Proposed Clarification: "Signal relationship among ideas, events, and other elements of text through transition words and phrases and/or other appropriate text features."

Rationale: More clarity is needed in how students should "signal relationships."

Grades 4-5, Writing Core Skill #15

Original Language: "Compare what is presented in a text with relevant prior knowledge and assess the quality of one's own writing, and, when necessary, strengthen it through revision."

Proposed Clarification: "Compare what is presented in a text with relevant prior knowledge and assess the quality of one's own writing, and, as appropriate to the writing context, strengthen it through revision."

Rationale: All writing should be strengthened through revision. Suggesting that revision is only sometimes necessary is disingenuous and misleading. The issue is not "when necessary," the issue is "when appropriate."

Grades 6-8, Writing Core Skill #93

Original Language: "Assess the quality of one's own writing, and, when necessary, strengthen it through revision."

Proposed Clarification: "Compare what is presented in a text with relevant prior knowledge and assess the quality of one's own writing, and, as appropriate to the writing context, strengthen it through revision."

Rationale: All writing should be strengthened through revision. Suggesting that revision is only sometimes necessary is disingenuous and misleading. The issue is not "when necessary," the issue is "when appropriate."

Grades K-3, Writing Core Skill #11

Original Language: "Use technology as a tool to produce, edit, and distribute writing."

Proposed Clarification: "Use technology as a tool to produce, strengthen, and distribute writing."

Rationale: "Edit" (as opposed to "revise") suggests making changes for correctness (as opposed to making changes for effectiveness); "strengthen" suggests making changes for both correctness and effectiveness.

Grades 4-5, Writing Core Skill #16

Original Language: "Use technology as a tool to produce, edit, and distribute writing."

Proposed Clarification: "Use technology as a tool to produce, strengthen, and distribute writing."

Rationale: "Edit" (as opposed to "revise") suggests making changes for correctness (as opposed to making changes for effectiveness); "strengthen" suggests making changes for both correctness and effectiveness.

Grades 6-8, Writing Core Skill #94

Original Language: "Use technology as a tool to produce, edit, and distribute writing."

Proposed Clarification: “Use technology as a tool to produce, strengthen, and distribute writing.”

Rationale: “Edit” (as opposed to “revise”) suggests making changes for correctness (as opposed to making changes for effectiveness); “strengthen” suggests making changes for both correctness and effectiveness.

All Grade Bands. Speaking and Listening

Original Language: “Gain a secure understanding of ideas under discussion”

Proposed Clarification: “Gain a secure understanding of ideas through discussion”

Rationale: As noted above, a more cohesive approach to English language arts would allow the skills in one strand to support and expand the skills in another strand. By changing the preposition here, we emphasize that it is through discussion that we find one avenue to improve our skills in reading, writing, and understanding. Discussion becomes a vehicle to drive literacy learning as opposed to being merely a tangential experience to demonstrate speaking and listening.

Grades 4-5. Speaking and Listening Core Skill #4

Original Language: “Re-tell or paraphrase information by accurately identifying key points made by a speaker.”

Proposed Clarification: “Re-tell or paraphrase information by accurately identifying key points made by a speaker, writer, artist, or creator of some other multi-modal work.”

Rationale: These standards need to represent a comprehensive and cohesive vision for English language arts. Discussion skills need to be applied to information we gain from a variety of multi-modal sources, not just those we gain aurally.

Grades 4-5. Speaking and Listening Core Skill #6

Original Language: “Extract information from graphic representations (e.g. charts, maps, diagrams, illustrations, tables, timelines) presented in conjunction with oral communications.”

Proposed Clarification: “Extract information from graphic representations (e.g. charts, maps, diagrams, illustrations, tables, timelines) presented in conjunction with oral, written, and other multi-modal communications.”

Rationale: These standards need to represent a comprehensive and cohesive vision for English language arts. Discussion skills need to be applied to information we gain from a variety of multi-modal sources, not just those we gain aurally.

Grades 6-8, Speaking and Listening Core Skill #5

Original Language: “Identify significant details in a presentation and use them to summarize main ideas.”

Proposed Clarification: “Identify significant details presented orally, visually, in writing, or in some other media and use them to summarize main ideas.”

Rationale: These standards need to represent a comprehensive and cohesive vision for English language arts. Discussion skills need to be applied to information we gain from a variety of multi-modal sources, not just those we gain aurally.

Grades 6-8, Speaking and Listening Core Skill #6

Original Language: “Identify the speaker’s argument and outline the evidence that support’s each claim.”

Proposed Clarification: “Identify the argument made through speech, writing, or other media, and outline the evidence that support’s each claim.”

Rationale: These standards need to represent a comprehensive and cohesive vision for English language arts. Discussion skills need to be applied to information we gain from a variety of multi-modal sources, not just those we gain aurally.

Grades 6-8, Speaking and Listening Core Skill #7

Original Language: “Ask questions, answer queries, and make comments that reference the details under discussion in a manner that makes clear their claim and own sources of support.”

Proposed Clarification: “Ask questions, answer queries, and make comments that reference the details under discussion in a manner that clarifies meaning and that advances critical thinking and the discussion.”

Rationale: (1) Clarify indefinite pronoun use. (2) Clarify that questioning is not only used for purposes of recitation but also to spur further discussion and more critical thinking.

Grades 6-8. Speaking and Listening Core Skill #8

Original Language: “Integrate data presented in diverse visual formats into an understanding of other information presented orally.”

Proposed Clarification: “Integrate multiple streams of data presented in a variety of multi-modal media into a cohesive, meaningful understanding.”

Rationale: These standards need to represent a comprehensive and cohesive vision for English language arts. Discussion skills need to be applied to information we gain from a variety of multi-modal sources, not just those we gain aurally. This language also better reflects the inclusion of 21st century skills.

5. If you could add and/or remove ONE concept or skill, what it would be? Please provide an explanation/justification.

More emphasis on the progression of skills in Reading- include grade level strands, integrate the five strands of reading, alphabetic, fluency, vocabulary, and comprehension.

More emphasis on literacy for the 21st Century- technical text, research using multiple technologies to gather information, etc. need to be included.

Emphasize Language Arts for all educators, “across the curriculum.”

In Writing, add a core skill across all grade bands that emphasizes the idea that writers create text using a recursive writing process that incorporates feedback from readers at various stages (i.e. pre-writing, revising, editing, publishing). The current articulation of core skills in writing appears to focus on on-demand writing. Equal attention needs to be paid to process-based writing. Vast quantities of research have validated writing process instruction as one way to improve student writing skills. In both the college and workplace environments, students will need skills in writing as

individuals and also as members of groups/teams. A balance of on-demand and process-based writing skill is needed.

Incorporate skills in the areas of viewing and thinking as well. These areas are important elements of communication and language and literacy instruction and, if added, would contribute to the coherence and comprehensiveness of this vision of English language arts.

6. Do you have any other general feedback about the draft standards?

It is understood and agreed that this is a draft document and much work needs to be done to complete the document.

**Sample feedback on Common Core State Standards from ELA and
Mathematics - B**

Kansas Feedback on K-12 Mathematics Common Core State Standards Draft (January 22, 2010)

Given the compressed timeline and importance of this initiative, we have included in our feedback both a *brief response* based upon each question and a *rationale* to provide a more detailed explanation of our reasoning. We hope this approach helps to expedite the work.

1. Is the architecture of the draft standards clear and easy to follow for all audiences (e.g., teachers, administrators, curriculum developers, students, general public)?

Brief Response:

Suggestions to improve the architecture of the document:

- Use the same structure for the K-8 standards as High School.
- Use consistent topic headings from grade to grade.
- Use consistent vocabulary from grade to grade.
- Improve/expand the glossary.

Rationale:

For the majority of the users of this document, the architecture and the wording is not easy to follow. The draft lacks consistency between grade levels in structure, headings and wording.

The overall structure of the K-8 standards and the High School standards are very different. There also appears to be large jumps and disconnection between grade levels. For example, the topic headings for geometric concepts are “Shapes” for grades K-2 and 4, then “Coordinate Geometry” for grade five and finally “Geometry” for grades 6-8. Why not just call it Geometry throughout? Geometry/Shapes does not exist in the 3rd grade standards at all.

Vocabulary is not only inconsistent from grade to grade, but also NOT precise. (e.g., what does it mean to write “easily numbers to 20”? Are we talking about fine motor skills, forming the numbers, or knowing number order?) It also seems lacking that in a 50+ page document there is only a one page glossary.

2. Does the document present a rigorous, yet reasonable continuum of expectations for student learning in each discipline?

Brief Response:

No, a smooth continuum has not been achieved.

Rationale:

The common core standards have potential but the rigor and reasonableness for student learning is sporadic. There are no clear expectations from grade level to grade level. The need for a scope and sequence is apparent so that concepts and skills can follow a reasonable continuum.

For the most part, it is very rigorous but at other times building block concepts or topics that need to be addressed are missing entirely. For example, nowhere in the document were the concepts of “least common multiple”, “greatest common factor”, “mode”, etc. even mentioned. There was little if any attention given to estimation, modeling, or patterning skills. This leaves large portions of critical mathematics out of the curriculum.

There are large gaps in the continuum from grade level to grade level. It is like separate people wrote each grade level and did not converse with each other about what was covered at the previous or next grade level. For example, at 2nd grade students are expected to compare numbers up to 1,000; at 4th grade to know place value to 1,000,000; but 3rd grade has nothing regarding comparing numbers or place value. There is a link missing here that is important.

Another gap is in the paucity of problem solving, with connections to the “real world” very difficult to find within the standards. Understanding mathematics concepts with just numbers and equations is important, but students need to be able to solve problems that occur in their daily lives and are connected to the real world.

The concepts of algebraic thinking using repeating patterns are not addressed at any of the grade levels. Patterning is the basis for all mathematics and needs to be addressed at all grade levels. An Algebra strand starting in Kindergarten is a must.

3. Is the language in this draft clear, concise, and precise? Will teachers be able to readily identify the standards within the document?

Brief Response:

- The language of the draft is not clear as written.
- The K-8 standards are more concise, but at the expense of clarity and completeness.
- The language often lacks precision.

Rationale:

In an attempt to make it “scholarly” it has lost the ability to be accessible and understandable for all stakeholders. For teachers, especially those in grades K-8, the use of “scholarly” language will present a challenge. The standards should be written so that mathematical concepts are clear and precise, yet understandable to all users, especially classroom teachers. Teachers know the phrase “one-to-one correspondence” but the language in the document reads “In counting, each object receives one and only one number word.” In another part of the document the term “Properties of Arithmetic” is used without explaining what these properties are.

Using the term transitivity in the Kindergarten standards is not only inappropriate for that grade level, but not something that most Kindergarten teachers would generally know without clarification. Also, for example in 4th grade under Base Ten Computation, number 4 is not clear. “Given whole numbers a and b , find whole numbers Q and R so that $a = Q \times b + R$.” Not only is it not clear what is expected of students but one would question the purpose of the standard.

As stated before, the changing of the names for the same strand are hard to follow through the grade levels. This will make it difficult for teachers to see how the concepts progress.

Many key concepts appear missing or misplaced. If these are added, the concise nature of the standards would change. At the same time, without those concepts added, the standards do not appear complete. For example: why is there no probability or statistics prior to 5th grade?

In places the standards are not precise. An example, given above, is what does it mean to write “easily numbers to 20”? Are we talking about fine motor skills, forming the numbers, knowing number order?

4. One of our stated goals for the common core state standards is that they are fewer, clearer and higher. Do these standards meet those criteria? Please be specific in areas where we can be more concise.

Brief Response:

- There is inconsistency in having “fewer” standards. The standards for grades K-8 have been cut short and the high school standards expanded unnecessarily.
- As mentioned previously, the standards lack clarity.
- There is inconsistency in making the standards higher.

Rationale:

There are fewer standards for K-8 than in our State standards; however, many essential concepts and topics are missing. The High School standards have more standards than our State standards, but we believe the number is excessive.

Certain standards are quite specific and easy to understand while others are not. For example, the term “Arithmetic Properties” is used repeatedly, but nowhere are these properties defined or explained. It is apparent that the writers’ goal was brevity rather than precision. Unfortunately, in their attempt at brevity, clarity has been lost. (See the additional comments on clarity under question 3.)

5. Please provide any other general feedback about the draft standards.**Brief Response:**

- With revisions to address the issues with clarity, continuity, and consistency these standards could really level the K-12 playing field for math students nationwide. However, until these issues are address, these standards are not ready for wide spread adoption.
- Why did this committee NOT start with the NCTM Standards or NCSM's "Big Ideas in Mathematics"?

Rationale:

The committee members appear to have worked in isolation, without discussion between grade levels, resulting in a document with major gaps between grade levels, inconsistent expectations, lack of common terminology, missing key concepts, lack of continuity, etc.

Starting with the NCTM Standards and Principles and the Curriculum Focal Points would have alleviated the need for extensive work on creating a scope and sequence since these standards have been scrutinized by several committees and groups. The NCTM standards have also been used in classrooms across the nation and use language that is friendly for all users.

A hastily prepared document without satisfactory field testing and ample time for repeated feedback from educators will provide us with results that are less than satisfactory.

Kansas Common Core Transition Plan

Kansas Common Core Transition Plan 2010 – 2015

Dissemination and Awareness				
Action Steps	Dates		Person Responsible	Resources
	Beginning	Ending		
Adopt Common Core Standards and Place on Website	September 2009	October 2010	Sid Cooley, David Barnes, Matt Copeland, Kris Shaw, Matt Krehbiel	Common Core Standards National Standards, State Standards IT Staff
Disseminate information to the field on KS Common Core Standards	November 2010	June 2010	Kris, Shaw, Jeannette Nobo, Content Consultants	Computer, Website Sample Presentations, content area List serves (ESOL, SPED, Test Coordinators, Superintendents, Curriculum Coordinators, Principals, Teachers)
Develop Common Core Website	February 2011	March 2011	Matt Krehbiel, Matt Copeland, David Barnes	IT Staff
In-house Communication Talking Points Power Point Template Standard Power Point	December 2010	January 2011	Kathy Toelkes, Jeannette Nobo, content consultants	Common Core Resources
Common Core Messaging	February 2011	March 2011	Kathy Toelkes, Content Consultants	Common Core Standards and Resources
External Communication All constituents General Awareness	January 2011	June 2012	Kathy Toelkes, Matt Copeland, Content Consultants	Common Core Standards and Resources, list serves
Professional Learning Summer Academies TOT	December 2010	February 2012	David Barnes and Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Human Resources: Service Providers, Educational Organizations, MC3, Learning

Kansas Common Core Transition Plan 2010 – 2015

Maintenance	August 2011	Ongoing	Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Forward, financial, schools Financial resources, materials, human resources (presenters)
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Transition	Dates		Person Responsible	Resources
	Beginning	Ending		
Action Steps				
Transition Documents: - Standards and Transition Timeline - Soft Landing	August 2011	September 2011	Matt Copeland, Content Consultants	Website, SBAC resources
Inform Schools on transition completion by 2013-2014	September 2011	July 2012	Kris Shaw, Content Consultants, Title, ESOL, SPED Consultants	List Serves, financial,
Website Resources for Transition	August 2011	Ongoing	Matt Krehbiel, Content Consultants, Title, ESOL, SPED Consultants	Website
Summer Academies	November 2011	July 2012	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Human Resources: Service Providers, Educational Organizations, MC3, Learning Forward, financial, schools
ESOL Standards alignment with Common Core	June 2012	September 2012	Melanie Manares, Phyllis Farrar, standards committee	ESOL Standards, SCELA alignment, website
Maintenance	August 2012	Ongoing	Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Financial resources, materials, human resources (presenters)

Kansas Common Core Transition Plan 2010 – 2015

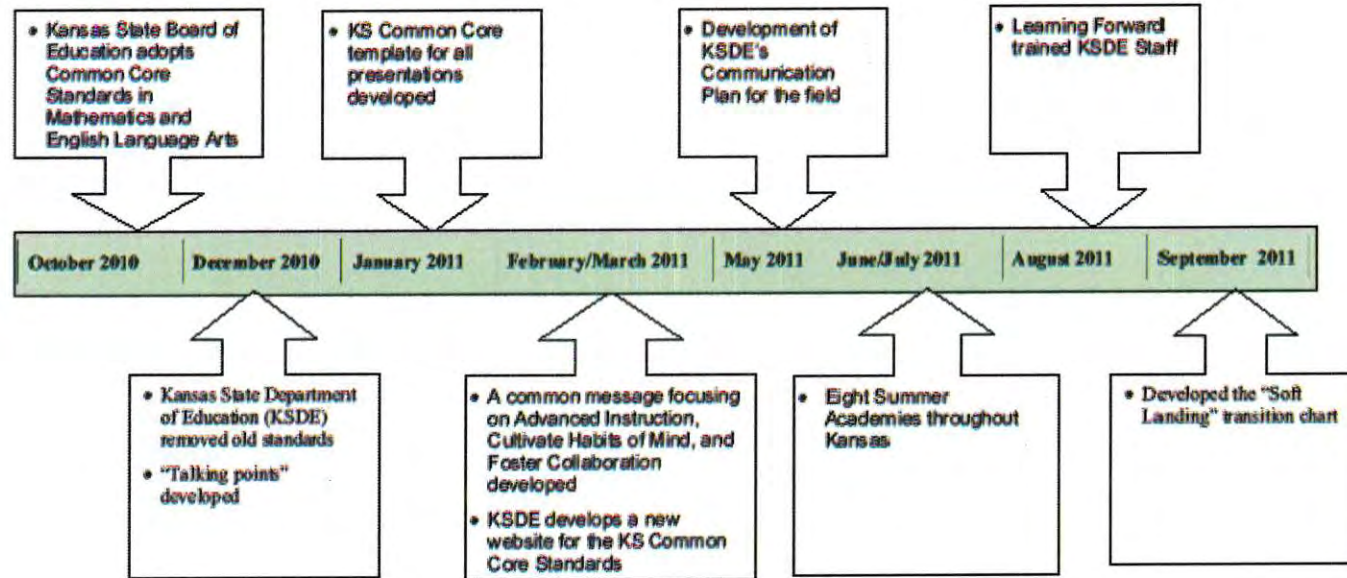
Implementation				
Action Steps	Dates		Person Responsible	Resources
	Beginning	Ending		
Review Summer Academy Implementation Plans for follow-up to schools/districts	August 2012	September 2012	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Surveys, templates, common core resources
Identify, collaborate, develop resources for schools to help with implementation	September 2012	May 2013	Content Consultants, Title, ESOL, SPED Consultants	Financial, materials, KSDE partners
Provide support to School/district with implementation and PLC	September 2012	June 2013	Content Consultants, Title, ESOL, SPED Consultants	Financial, materials, website, KSDE partners
White Papers	April 2012	August 2013	Matt Copeland, Content Consultants, Title, ESOL, SPED Consultants	Materials, website, list serves
Summer Academies – Assessments in the standards and accountability process	November 2012	July 2013	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Human Resources: Service Providers, Educational Organizations, MC3, Learning Forward, financial, schools
Maintenance	August 2013	Ongoing	Jeannette Nobo, Content Consultants, Title, ESOL, SPED Consultants	Financial resources, materials, human resources (presenters)

Kansas Common Core Transition Plan 2010 – 2015

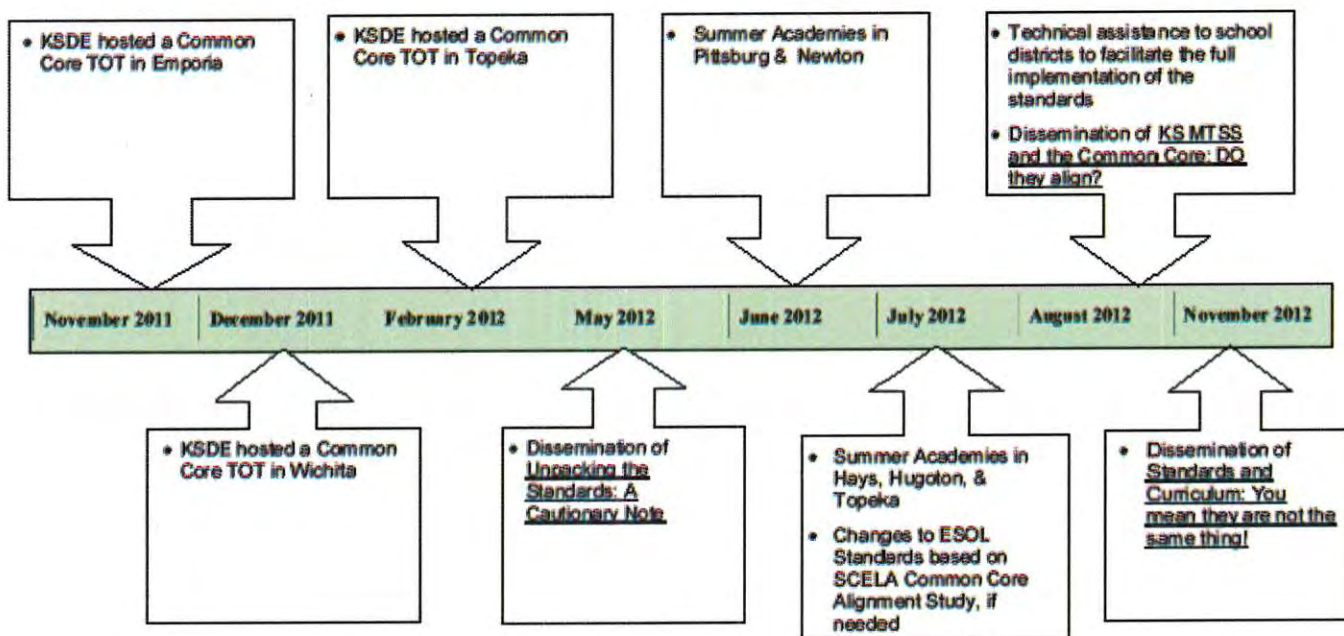
Enhancing the Curriculum				
Action Steps	Dates		Person Responsible	Resources
	Beginning	Ending		
Review Summer Academy evaluations for technical support and follow-up	August 2013	September 2014	David Barnes, Content Consultants, Title, ESOL, SPED Consultants	Surveys, templates, common core resources
Identify, collaborate, develop Resources for schools to help with advancing instruction	May 2013	May 2014	Content Consultants, Title, ESOL, SPED Consultants	Financial, common core state Education websites,
Develop/refine lesson plans that align to the common core	September 2013	June 2014	Content Consultants, Title, ESOL, SPED Consultants	Financial, lesson plans
To be further developed				

Kansas Common Core Transition Timeline

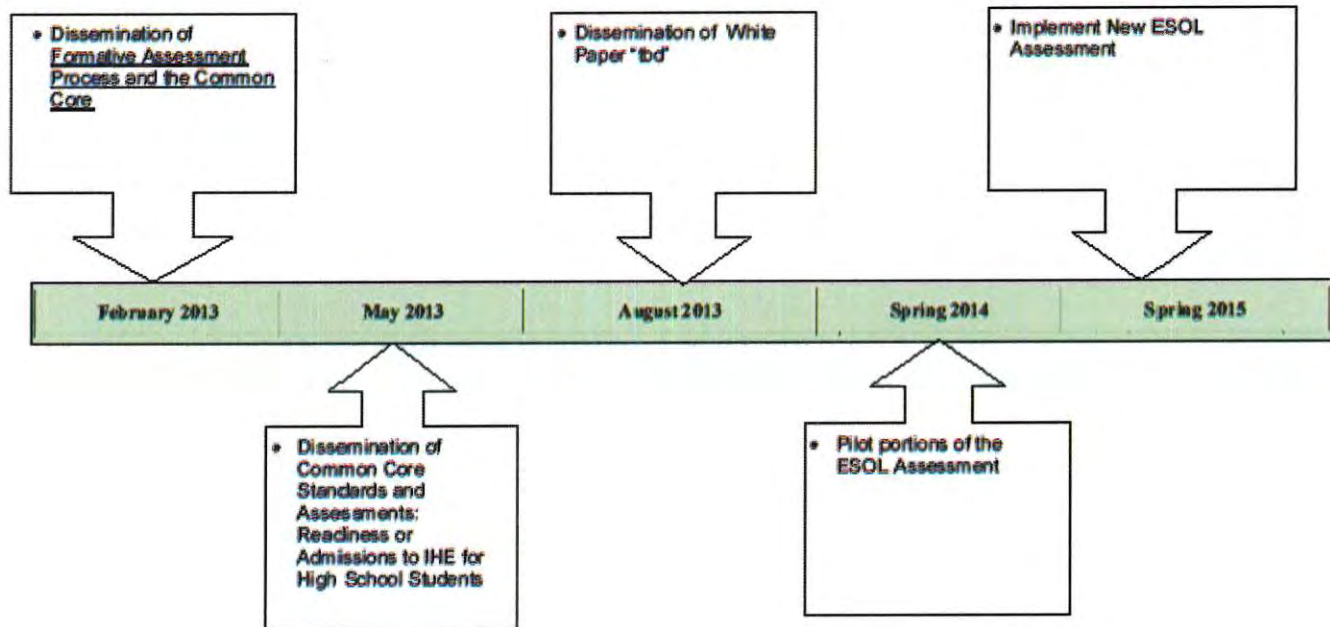
Kansas Common Core Timeline



Kansas Common Core Timeline



Kansas Common Core Timeline



KSDE Talking Points on Common Core Standards

Kansas Common Core General Talking Points

- **A “Do-Over”**

In the culture and climate of high-stakes accountability we all have operated within for the past several years, our attention—at times—has been on “beating the test.” We’ve lost focus on facilitating student learning and preparing students for the paths they choose for their own futures. The Kansas Common Core Standards in English Language Arts and Literacy and in Mathematics offer a chance to re-focus and re-articulate our vision for public education—a vision of college and career readiness.

- **The New Vision: College and Career Readiness**

Just as our previous standards, the Kansas Common Core Standards provide an expectation for what Kansas students should know and be able to do at different grade levels. Although they do not represent all that students need to learn, they do represent the critical areas essential for student success in both mathematics and in English language arts and literacy. Ensuring rigorous and internationally benchmarked standards for Kansas students aligned with college and career readiness expectations will help to keep Kansas and its students competitive in a global economy.

- **Student Benefit: Closing the Achievement Gap between High School and Post-Secondary Learning**

With K-12 standards aligned to college- and career-readiness standards, greater numbers of students will be better prepared for the necessary post-secondary steps to reach their chosen career aspirations.

- **Student Benefit: Fewer Obstacles for Student Mobility**

With common core standards, students who move among districts or even among states will see much more comparable curriculum from one classroom to the next. With a focus on the same standards at each grade level, student skills and learning will be more likely to maintain their trajectories without facing as many obstacles.

- **System Benefit: Increased Comparability across States/Countries**

Inevitably, new assessments will be created to measure student achievement with these common core standards. Such assessments will allow for increased comparability to students in other states and in some other countries.

- **System Benefit: Economies of Scale / Opportunities for Cross-State Collaboration**

With common core standards and assessments in place, there are potential savings that may be realized. Additionally, states may be able to collaborate around the ideas of providing professional learning and promoting promising practices specific to an individual standard or concept within the standards. Because of this shift, Kansas can devote more resources to focusing on instruction and not so much on the work demanded by development of a state assessment.

- **Local Control: Focus on Results Rather than Means**

As stated in the opening design considerations of the CCS, “By focusing on required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed” (p.3). Flexibility and local control are still maintained through this framework; Kansas educators will still have the opportunity and responsibility to shape the learning that occurs in our classrooms.

- **Focus of the Summer Academy: Improving Instruction for College and Career Readiness**

We have designed this Summer Academy to be both an intense and an intimate examination of the Common Core Standards. We know that much of what occurs in Kansas schools and classrooms is exceptional and will be very applicable to this new vision. However, make no bones about it: the bar of expectations has most certainly been raised, and raised in a way that simple crosswalk documents and standards unpacking sheets will not suffice in helping us to understand how our work must be transformed. These Kansas Common Core Standards will require some thought, time, and energy to digest. Likewise, the instructional change necessary to address these standards will also require substantial amounts of our thought, time, and energy. Luckily, we are not in this alone.

Professional Learning Timeline

**Kansas Common Core
Professional Development Timeline
2010 – 2015**

October 2010 – June 2011

- I. Develop Survey for field on perceived needs for PD
 - a. Develop (Nov – Dec, 2010)
 - b. Disseminate (Jan, 2011)
 - c. Analyze (Jan – Feb, 2011)
- II. Identify audiences for presentations
 - a. Brainstorm audiences (Nov 2011)
 - i. Content Organization
 - ii. Principals
 - iii. Superintendents
 - iv. Teachers
 - b. Identify contact Information (Nov 2011)
 - c. Send information out via list serve (Jan – Feb 2012)
- III. Develop presentations on the common core
 - a. Identify content based on Surveys (Jan – Feb 2012)
 - i. How to Read the Standards
 - ii. Common Core 101
 - iii. Text Complexity
 - iv. Common Core and Survey of Enacted Curriculum
 - v. Mathematics Common Core Standards
 - vi. ELA Common Core Standards
 - vii. How to Transition to the Common Core
 - b. Develop Content (Jan- May 2011)
- IV. Dissemination and Awareness
 - a. Identify means of dissemination and awareness (Dec 2011)
 - i. Face-to-face
 - ii. ITV
 - iii. Live Meetings
 - iv. Conferences/Workshops
- V. Common Core Website
 - a. Develop Common Core Website
 - b. Identify features
 - i. Resources Area

- ii. Content Standards Area
 - iii. Events Area
 - iv. Networking Area
- c. Load Website - Ongoing
- VI. Identify Statewide means of communication
 - a. List Serves
 - b. Summer Academies (2011) – (Separate Plan)
 - c. Training of Training – (Separate Plan)

July 2011 – June 2012

- I. Develop/identify, refine and continue presentations on the common core
 - a. Refine
 - i. Text Complexity presentation
 - ii. Survey of Enacted Curriculum Presentation
 - b. Continue
 - i. Mathematics Common Core Standards
 - ii. ELA Common Core Standards
 - iii. How to Transition to the Common Core
 - c. Develop/Identify
 - i. Rubrics for Text Complexity
 - ii. Common Core Standards impact on Higher Education
 - iii. What administrators need to know about the Mathematics Common Core Standards
 - iv. What administrators need to know about the ELA Common Core Standards
 - v. Impact of Common Core Standards on Special Education Populations
 - vi. Dynamic Learning Maps Alternate Assessment Project
 - vii. Assessments with the Smarter Balanced Assessment Consortium
 - viii. Transition and Implementation Plans with the Common Core: Where do I start?
- II. Review means of dissemination and Communication
 - a. Face-to-face
 - b. ITV
 - c. Live Meetings
 - d. Conferences/Workshops
 - e. Field Requests
 - f. Common Core Website
 - g. List Serves
 - h. Summer Academies (2012) (June– July 2012)
 - i. Topic Implementation Plans (Separate Plan)

- i. Training of Training (Separate Plan) (Sept – Oct, 2012)
- j. White Papers (Needs Timeline)
 - i. Identify Topics

July 2012 – June 2013

- I. Develop/identify, refine and continue presentations on the common core
 - a. Refine
 - i. Rubrics for Text Complexity
 - i. Common Core Standards impact on Higher Education
 - ii. What administrators need to know about the Mathematics Common Core Standards
 - iii. What administrators need to know about the ELA Common Core Standards
 - iv. Impact of Common Core Standards on Special Education Populations
 - v. Assessments with the Smarter Balanced Assessment Consortium
 - ii.
 - b. Continue
 - i. Mathematics Common Core Standards
 - ii. ELA Common Core Standards
 - iii. How to Transition to the Common Core
 - iv. Text Complexity presentation
 - v. Survey of Enacted Curriculum Presentation
 - vi. Dynamic Learning Maps Alternate Assessment Project
 - c. Develop/Identify
 - i. Formative Assessment and the Common Core
 - ii. How to talk with your stakeholder about the Common Core
 - iii. What is Common Core and what does it have to do with my child?
- II. Review means of dissemination and Communication (July 2012)
- III. Enhance Collaboration with Stakeholders for delivery of presentations (August 2013)
- IV. Hands-on-work with schools - Ongoing
- V. Summer Academies (June – July 2013)
 - i. Identify Topic (Separate Plan)
- VI. Training of Training (Separate Plan) (Sept – Oct, 2013)

July 2013 – June 2014

- I. Develop Survey for field on perceived needs for PD
 - a. Develop (Aug 2013)
 - b. Disseminate (Sept 2013)
 - c. Analyze (Sept – Oct 2013)
- II. Identify Needs for PD based on survey results and information collected from field

- a. Develop presentations as needed
 - b. Work on Summer Academy (2014)
- III. Enhance Common Core Website (Aug 2013 – Ongoing)

Appendix B

The following items are provided in support of Principle 2
Differentiated Recognition, Accountability, and Support:

Standard of Excellence (SOE) Specifications

Kansas Method for Identifying Focus Schools: A Field Guide

Kansas Method of Determining *Achievement Gap Score*

Principle 2: List of Terms

Kansas Multi-Tier System of Supports Innovation Configuration
Matrix

Technical Assistance System Network

Standard of Excellence (SOE) Specifications

Standard of Excellence (SOE), 2009-2010

1

Reading, Mathematics, Writing, Science, and History / Government

1. SOE is awarded at the grade and building levels. The percentage requirements for each grade are the same as those applied at the building level, e.g., the percentage requirements for grades 3 through 6 must be met at the building level for elementary schools to achieve the SOE; those of grades 7 and 8 are required for middle schools to achieve SOE, etc. In buildings with only one tested grade, only a building award will be given.
2. To receive an SOE award at the grade or building level, the building must make AYP in the "All Students" group; subgroups are not considered in calculating SOE.
3. To receive a SOE award at the grade or building level, the building must have an accredited QPA status.
4. SOE for writing will be at the building level only (criteria on page 3).

Grade and Building Requirements for Reading

Reading	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Academic Warning
Grades 3,4,5,6	At least 25%	Not more than 5%
Grades 7 and 8	At least 20%	Not more than 10%
High School	At least 15%	Not more than 10%

In addition, the following are the minimum expected percentages for (1) *Exceeds Standard* or Above, (2) *Meets Standard* or Above, and (3) *Approaches Standard* or Above:

Reading	Expected Percentage of Students Classified as <i>Exceeds Standard</i> or Above	Expected Percentage of Students Classified as <i>Meets Standard</i> or Above	Expected Percentage of Students Classified as <i>Approaches Standard</i> or Above
Grades 3,4,5,6	60%	80%	95%
Grade 7 and 8	55%	75%	90%
High School	50%	70%	90%

Provisions for Small Schools

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Standard of Excellence (SOE), 2009-2010

2

The percentages listed above in the *Exemplary* and *Academic Warning* categories are requirements, but when there are fewer than 20 students with valid assessments and 5% of students are allowed in the *Academic Warning* category, the grade or building will be allowed at least one student in that category. When the number of valid assessments is less than 10 and 10% of students are allowed in the *Academic Warning* category, at least one student will be allowed in that category. When the number is less than 7 and 15% of students are allowed in the *Academic Warning* category, again, at least one student will be allowed.

These special provisions for small schools apply to all subjects.

Mathematics

Mathematics	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Academic Warning
Grade 3,4,5,6	At least 25%	Not more than 5%
Grade 7 and 8	At least 25%	Not more than 10%
High School	At least 15%	Not more than 15%

In addition, the following are the minimum expected percentages for (1) *Exceeds Standard* or Above, (2) *Meets Standard* or Above, and (3) *Approaches Standard* or Above:

Mathematics	Expected Percentage of Students Classified as <i>Exceeds Standard</i> or Above	Expected Percentage of Students Classified as <i>Meets Standard</i> or Above	Expected Percentage of Students Classified as <i>Approaches Standard</i> or Above
Grade 3,4,5,6	60%	80%	95%
Grade 7 and 8	60%	80%	90%
High School	40%	70%	85%

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Standard of Excellence (SOE), 2009-2010

3

Writing

Writing	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Academic Warning
Grade 5	At least 15%	Not more than 10 %
Grade 8	At least 20%	Not more than 5%
High School	At least 20%	Not more than 10%

In addition, the following are the minimum expected percentages for (1) *Exceeds Standard or Above*, (2) *Meets Standard or Above*, and (3) *Approaches Standard or Above*:

Writing	Expected Percentage of Students Classified as <i>Exceeds Standard or Above</i>	Expected Percentage of Students Classified as <i>Meets Standard or Above</i>	Expected Percentage of Students Classified as <i>Approaches Standard or Above</i>
Grade 5	50%	80%	90%
Grade 8	60%	80%	95%
High School	60%	80%	90%

Science

Science	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Academic Warning
Grade 4	At least 25%	Not more than 5 %
Grade 7	At least 25%	Not more than 10%
High School	At least 15%	Not more than 10%

In addition, the following are the minimum expected percentages for (1) *Exceeds Standard or Above*, (2) *Meets Standard or Above*, and (3) *Approaches Standard or Above*:

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Standard of Excellence (SOE), 2009-2010

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Science	Expected Percentage of Students Classified as Exceeds Standard or Above	Expected Percentage of Students Classified as Meets Standard or Above	Expected Percentage of Students Classified as Approaches Standard or Above
Grade 4	65%	80%	95%
Grade 7	60%	80%	90%
High School	50%	70%	90%

History-Government

History / Government	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Academic Warning
Grade 6	At least 25%	Not more than 5 %
Grade 8	At least 25%	Not more than 10%
High School	At least 20%	Not more than 10%

In addition, the following are the minimum expected percentages for (1) *Exceeds Standard* or Above, (2) *Meets Standard* or Above, and (3) *Approaches Standard* or Above:

History / Government	Expected Percentage of Students Classified as Exceeds Standard or Above	Expected Percentage of Students Classified as Meets Standard or Above	Expected Percentage of Students Classified as Approaches Standard or Above
Grade 6	65%	85%	95%
Grade 8	65%	80%	90%
High School	50%	70%	90%

The Standard of Excellence Model

- At least a certain percentage of students are required in the *Exemplary* performance level. This value is the “expected” percentage of students when computing the index score.
- No more than a certain percentage of students are allowed in the *Academic Warning* performance level.

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Standard of Excellence (SOE), 2009-2010

5

- The model compares the “expected” cumulative percentages in the tables above with the actual cumulative percentage of students in the building.
- A building Index determines how the building distribution compares to the “expected” distribution.

Example: Grade 7 Mathematics

1. At least 25% of students in *Exemplary*.
2. No more than 10% of students in *Academic Warning*.
3. Expected Distribution for a School of Excellence:
 Percentage of students at *Exceeds Standard* or above = or > 60%
 Percentage at *Meets Standard* or above = or > 80%
 Percentage at *Approaches Standard* or above = or > 90%

The Equation

$$\begin{aligned} \text{Index} = & (4 \times (\text{percentage of students in Exemplary minus expected percentage of} \\ & \text{students in Exemplary})) \text{ PLUS} \\ & (3 \times (\text{percentage of students in Exceeds Standard or Above minus} \\ & \text{expected percentage of students in Exceeds Standard or Above})) \text{ PLUS} \\ & (2 \times (\text{percentage of students in Meets Standard or Above minus expected} \\ & \text{percentage of students in Meets Standard or Above})) \text{ PLUS} \\ & (1 \times (\text{percentage of students in Approaches Standard or Above minus} \\ & \text{expected percentage of students in Approaches Standard or Above})) \end{aligned}$$

Interpretation of Index Score

The grade or building can meet the Standard of Excellence in several ways. They MUST, however, have ...

1. At least the required percentage in *Exemplary*.
2. No more than the allowed percentage in *Academic Warning*.
3. Have a building index greater than or equal to 0.

If Index is 0, then the building has just exactly met this requirement.
 If Index is < 0, then the building did not meet this requirement.
 If Index is > 0, then building met and exceeded this requirement.

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Standard of Excellence (SOE), 2009-2010

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Building-Level Standard of Excellence

For the building level standard of excellence, the percentage requirements are applied in exactly the same way as they are at the grade level. If the highest grade served in the building is 6th or below, the criteria for grades 6 or below are applied to the building; if the highest grade served is 7th or 8th, the requirements for these grades are applied to the building; if the highest grade served is grade 9 or higher, then these same grade requirements are applied to the building.

- The criteria for grade 8 math, reading, and writing will be applied to a K-8 bldg; the criteria for HS will be applied to a 7-12 building.
- The criteria for grade 7 science will be applied to a K-8 building.
- The criteria for grade 8 history / government will be applied to K-8 building.

Find Your Grade and School Data

To find the counts and percentages of students in each performance level for each grade, go to KSDE's web applications (<http://www.ksde.org/>). Scroll down and on the right side, select "Authenticated Applications".

1. Enter your user name and password.
2. Then select "AYP / QPA Accountability."
3. then "AYP / QPA Reports,"
4. then the "Performance by Grade" report.

Note the selections at the top of the page. Select the subject. Be sure to use the *All Students* group. The population should be *Students with Valid Assessments Enrolled by Sept. 20th*. The table will give you the counts and percentages of students in each performance category. The official KSDE SOE determinations will be made *after* reclassifications have been made. (If the percentage of students taking the alternate or KAMM have exceeded federal limits and been reclassified as *approaching standard*, then the reclassified status is used in calculating SOE.)

Standard of Excellence Calculator

An Excel spreadsheet calculator for estimating Standard of Excellence is available on the www.ksde.org web site > Assessment/Testing. Scroll down to the Assessment Documents and Resources section > click on the 2010 SOE Calculator. Note: This is not an official KSDE calculator and is for estimation purposes only; results may differ from final Standard of Excellence calculations. Caution: The final SOE determinations count the students in each performance category *after* reclassification. When using initial results, take into consideration that the reclassification of students exceeding the 1% and 2% caps has not been included. Performance category numbers from the "Performance by Grade" report will include the reclassified cases *after* reclassification closes on July 12th. If, during the reclassification window (June 1st through July 12th), the district

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Standard of Excellence (SOE), 2009-2010

7

changes the students who have been automatically selected for reclassification, the SOE calculations could vary at the individual grade and building level.

Rounding Conventions

The KSDE model calculates the exact percentages then rounds these percentages to the nearest tenth before deciding if a particular grade or building has met a specific percentage requirement. For example, let's say a particular 4th grade has exactly 24.9445 percent of its students who scored at exemplary in reading, but the 5th grade had exactly 24.9525 percent of its students who scored at exemplary. The model would round the 4th grade percentage to 24.9 percent and the 5th grade to 25.0. The 4th grade would not meet the 25 percent required for the category but the 5th grade would. Whenever there are dividing lines, some grades, or some schools, will find themselves just below the line.

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Kansas Method for Identifying Focus Schools: A Field Guide

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Kansas Method for Identifying Focus Schools: A Field Guide



General Information

In 2011, the Federal Department of Education offered states a waiver from some provisions of the No Child Left Behind Act (NCLB). Under this waiver, states were instructed to publically identify schools with the greatest achievement gaps as focus schools and design an accountability system around closing achievement gaps (USDE, ESEA Flexibility). A gap analysis comparing buildings to a state benchmark will identify focus schools (i.e., Title I buildings with the greatest achievement gap) and provide Annual Measurable Objectives (AMOs) for demonstrating gap closure.

The number of focus schools identified must equal or exceed 10% of Title I schools.

Goals

In designing the following gap calculation, the Kansas Department of Education had several goals in mind:

- Identify Title I schools with largest achievement gaps
- Provide an achievable index for gap reduction that is specific to each school
- Emphasize all performance gains, not just those crossing the proficiency line, by using Kansas's full range of performance categories
- Eliminate double counting students across subgroups
- Prevent subgroup stigmatization resulting from gap analyses calculated at the subgroup level
- Allow gap calculations at all Kansas schools

Definition of the Achievement Gap Score

An achievement gap score compares the performance of the lowest performing 30% of students in each building to the state benchmark. An achievement gap score provides information on how well a building's lowest performing students are performing relative to top performing buildings in Kansas.

Assessment Performance Index (API)

Both the state benchmark and a building's performance are calculated using an assessment performance index (API). An API converts Kansas's five performance categories (academic warning, approaching standard, meets standard, exceeds standard, and exemplary) into point values (see the table at the top of the right column of this page). Once each score is weighted by the value associated with the performance category, the sum of the accrued points is divided by the total number of scores in the calculation to provide an average performance value (or API).

Assessment Performance Index Table

Performance Category	Points per Score	# of Scores	Total Points
Exemplary	1000	15	15,000
Exceeds Standard	750	22	16,500
Meets Standard	500	20	10,000
Approaching Standard	250	7	1,750
Academic Warning	0	2	0
Totals		66	43,250

$API = 43,250 \div 66 = 655$

State Benchmarks

A state benchmark is calculated to index the achievement of the top performing buildings in Kansas. The state benchmark is equal to the API score for the building at the 70th percentile across the state. For focus school identification, the state benchmark is based on assessment data from the four years previous to the current year for both math and reading.

Building's Lowest Performing 30% of Students

The score compared to the state benchmark is the API value for the lowest performing 30% of students within a building. The two most recent years of assessments, for math and reading, are used for this calculation.

Achievement Gap Score

An achievement gap score is the difference between the state benchmark and a building's API score for its lowest performing 30% of students. Larger values suggest more disparity between the top performing buildings in the state and a building's lowest performing students.

Focus Schools

Title I buildings with the greatest achievement gap between the state benchmark and their lowest performing 30% of students are identified as focus schools. A high school can also be identified as a focus school if its graduation rate is below 80%.

Gap AMO

A building's achievement gap must be reduced in half in six years. A building may also achieve its Gap AMO by demonstrating an API score of 500 or greater for its lowest performing 30% of students.

Last Updated: June 19, 2012

Kansas Method of Determining *Achievement Gap Score*

DRAFT

How to Calculate a Building's Achievement Gap Score



Calculating a Building's Achievement Gap Score

A building's achievement gap score indexes the performance difference between a building's lowest performing 30% of students and the state benchmark. This gap calculation also determines a building's Annual Measurable Objective (AMO) for gap.

Example Building's Assessment Data

Performance Category	2009-2010		2010-2011		Total
	Math	Reading	Math	Reading	
Exemplary	21	25	20	26	92
Exceeds Standard	26	38	29	25	128
Meets Standard	58	47	61	54	220
Approaching Standard	12	11	13	7	43
Academic Warning	8	4	2	3	17
Totals	126	125	125	125	500

Whole Building Assessment Performance Index (API)

Using the most recent two years of data, a whole building's API would be calculated as below:

Whole Building API			
Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1000	92	92,000
Exceeds Standard	750	128	96,000
Meets Standard	500	220	110,000
Approaching Standard	250	43	10,750
Academic Warning	0	17	0
Totals		500	308,750
Assessment Performance Index (API) = $308,750 \div 500 = 617.5$			

API for Building's Lowest Performing 30%

Step 1: Determine number of students comprising lowest performing 30% of students.

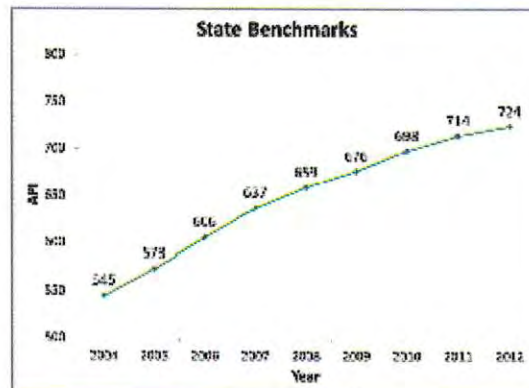
$$\text{Total \# of Assessments} \times 30\%$$

$$(500 \times .30) = 150$$

Step 2: Construct a new API table using assessment scores starting from the lowest performance categories and work upward. The number of assessments should equal 30% of the total number of assessments.

Building's API for Lowest Performing 30% of Students			
Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1000	~	~
Exceeds Standard	750	~	~
Meets Standard	500	90	45,000
Approaching Standard	250	43	10,750
Academic Warning	0	17	0
Totals		150	55,750
Assessment Performance Index (API) = $55,750 \div 150 = 371.7$			

State Benchmarks by Year



Calculating a Building's Achievement Gap Score

Step 3: Subtract the state benchmark from the API for Lowest-Performing 30%.

$$\text{State Benchmark} - \text{Lowest Performing 30\% API}$$

$$714 - 372 = 342 \text{ API Points}$$

Calculating a Building's Gap AMO

Step 4: Split gap in half.

$$\text{Building's Gap Score} \div 2$$

$$342 \div 2 = 171 \text{ API Points}$$

Step 5: Divide resulting gap value by six.

$$\text{Value from previous step} \div 6$$

$$171 \div 6 = 28.5 \text{ API Points}$$

In order to make the gap AMO, the building in the example above must increase the API for its lowest performing 30% of students by 28.5 API points. Or, raise the API for its lowest performing 30% of students to 500 or higher.

More Information

E-mail: waiver@ksde.org

Last Updated: June 19, 2012

Principle 2: List of Terms

Principle 2: List of Terms

The following terms are used in the Principle 2 Differentiated Recognition, Accountability and Support section:

Demonstration Site – A qualified Reward School that serves as a model for implementation of effective practices

District Action Plan (DAP) - a three-year plan developed by the district's Integrated Innovation Team (IIT) to indicate how the priority needs identified in the District Needs Assessment (DNA) will be addressed. The District Action Plan outlines how the district intends to address the identified needs in the district and for each of the priority and Focus Schools in the district by including:

- goals and benchmarks for each priority need
- how the district will ensure on-going targeted technical assistance and professional development are taking place,
- how funds will be directed to support interventions and strategies, as well as
- how the district will monitor and measure effectiveness of interventions and strategies, as well as
- how the district plans to inform and engage families and the community to support student learning.

The DAP will be submitted to Kansas Integrated Innovation Team (KIIT) for review and approval.

District Integrated Innovation Coordinator – A Kansas State Department of Education (KSDE) employee or representative assigned to a District to provide support for the District Needs Assessment and writing the District Action Plan

District Needs Assessment (DNA) – A process that will identify current effective practices aligned with the turnaround principles, address challenges, and culminate in an analysis of both district- and school-level data in relationship to the existing achievement gap(s). The DNA will be conducted by an objective external entity.

Integrated Innovation Team (IIT) – A team comprised of the District Integrated Innovation Coordinator District Integrated Innovation Coordinator, District Leadership, School Leadership, and an equal number of family/community members

Integrated Innovation Coordinator (IC) – A local staff person assigned by the district to oversee the work of an Integrated Innovation Team (IIT) and the development and implementation of the District Action Plan (DAP) and School Action Plan(s) (SAP)

KSDE Integrated Innovation Team (KIIT) – A cross-team group of KSDE employees assembled to assess, consult, and advise districts with priority or Focus Schools

Master Educator – An outstanding educator identified from a mentor school that mentors priority and Focus Schools, and/or presents at KSDE events

Mentee School – A priority or Focus School that is paired with a mentor school

Mentor School – a Reward School that chooses to mentor a priority or Focus School

Menu of Meaningful Interventions – A collection of possible interventions that a school or district may implement in accordance with their School Needs Assessment/ District Needs Assessment that is guided by Kansas Multi-Tier System of Supports (MTSS) practices & aligned with the ESEA Flexibility Request turnaround principles

Plan Implementation Assessment (PIA)-Conducted annually by the district Integrated Innovation Team (IIT) to determine progress made and modifications needed to the District Action Plan (DAP). The PIA will utilize district- as well as school-level data from each priority and/or Focus Schools to evaluate whether benchmarks are being met and measurable progress is being made to reach the goals set forth in the DAP. Based on the PIA, modifications to the District Action Plan may be made by the IIT.

School Action Plan (SAP) – A three year plan developed by the school leadership team to address needs identified through a root cause analysis of school level data. The SAP will include goals and benchmarks, the strategies to implement the interventions selected, a timeline of implementation, what/when data will be collected to determine if the interventions are being implemented and are effective, and how staff members involved in implementing the interventions will be supported.

Turnaround Principles

(As defined in the US Department of Education's ESEA Flexibility document p. 9-10):

Meaningful interventions designed to improve the academic achievement of students in Priority Schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

- 1 providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- 2 ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- 3 redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- 4 strengthening the school's instructional program based on student needs and ensuring that the instructional program is evidence-based, rigorous, and aligned with State academic content standards;
- 5 using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- 6 establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- 7 providing ongoing mechanisms for family and community engagement.

A Priority School that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such as a recovery school district or other management organization.

Note: Numbering has been added to the Turnaround Principles for reference, but is not included in the original ESEA Flexibility document.

**Kansas Multi-Tier System of Supports (MTSS)
Innovation Configuration Matrix (ICM)**

Kansas Multi-Tier System of Supports

● Innovation Configuration Matrix (ICM)

June 2009



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Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Introduction

A number of educational researchers have long advocated for a system of prevention and intervention for all learners. In Kansas, we refer to this systemic approach to supporting the learning of all students as the *Multi-Tier System of Supports (MTSS)*. Simply put, MTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them learn by responding to their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction provided. The outcome is to ensure that each Kansas student achieves to high standards.

The *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)* is designed to describe the principles and practices within a Multi-Tier System of Supports (MTSS). The principles and practices included in this ICM focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).

The ICM is a tool that may be used in multiple ways, though it's primarily a descriptive document. The primary use is to assist in the understanding of the principles and practices of a multi-tier system and what they look like when implemented within a district, building or other community agency. Schools have also found it a helpful tool in guiding critical discussions among leadership and staff. To fully understand the structures and processes necessary in implementing a sustainable system, districts, schools, families, community agencies and other stakeholders are encouraged to access additional support materials and training specific to a multi-tier system of academic and behavioral supports available at www.kansasmtss.org.

Acknowledgements

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Leadership and Empowerment

Component 1: Effective Leadership Teams				
	Implementing	In Progress		Not Implementing
IE1	Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: • Administration • Staff • Learners • Families • Community Collaborators	Formal leadership teams exist only at some levels or include representation from some but not all: • Administration • Staff • Learners • Families • Community Collaborators		No formal leadership teams exist.
IE2	Each leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.	There are separate leadership teams identified to address academic and behavioral success that meet regularly.	The leadership team is informally identified to address academics and/or behavioral concerns.	There are no identified leadership teams attending to academics and/or behavior.
IE3	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	General roles and responsibilities are identified for each leadership team member.	No clear role is identified for how each leadership team member will support MTSS.



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	Implementing	In Progress		Not Implementing
LEA	The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.	The leadership team has formal meetings to analyze district/building/site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	District/building/site level data are reviewed by the leadership team, but results are not shared with others.	District/building/site level data are not reviewed regularly by the leadership team or shared with others.
SET	The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.	The leadership team has identified multiple indicators of success and is beginning to understand how to use those indicators as measures of learning.	The leadership team discusses indicators of progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The only indicator of success is Adequate Yearly Progress (AYP).
SET	The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.	The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on developing academic and behavioral expertise at each tier of support.	The administration plans professional development based on perceived needs. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise.	Professional development focuses on managerial/administrative issues.



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Implementing		In Progress		Not Implementing
LEI	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	No clear or consistent communication plan is in place to support implementation of MTSS.
Component 2: Creating an Empowering Culture				
Implementing		In Progress		Not Implementing
SES	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.		Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.
DET	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
OLEI	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team has shared information regarding MTSS.	Knowledge about MTSS is gained individually by the staff based on individual interests.



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	Implementing	In Progress		Not Implementing
LE11	Professional development for staff and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.	Professional development activities for staff are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching or opportunities family involvement.	Professional development is directed by administration to address general topics related to achievement.	Participation in professional development is self-selected by individual staff members.
LE12	Learner experiences are customized in ways that make content relevant and enable learning.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Struggling learners are matched to existing programs to receive support.	Learners are provided instruction and expected to learn.
LE13	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.	The data are shared but implications for instruction are not discussed openly.	The data are publicly reported when it is positive.	The data are publicly reported only if it is required by law/regulation to do so.
LE14	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	The parent involvement policy is developed but is not reflective of the six National Standards for Family School Partnerships.	There is no parent involvement policy.



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Assessment

Component 1: Comprehensive Assessment System				
Implementing		In Progress		Not Implementing
A1	The assessment system includes tools to measure all essential components of academics and behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.		The assessment system does not include tools to measure essential components of academics or behavior.
A2	The assessment system for academics and behavior includes: • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes	The assessment system includes some of these assessment tools or only academics and behavior: • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes		The assessment system includes assessment tools for outcomes only.
Component 2: Assessments are Valid and Reliable				
Implementing		In Progress		Not Implementing
A3	The staff has independently documented technical adequacy of each assessment tool used.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	The staff assume technical adequacy but no documentation is available.	The staff uses instruments that are not technically adequate.
A4	Data are collected by staff who have been formally trained to reliably and validly administer the instruments.			The staff that having responsibility for data collection receives information but inadequate training to reliably and validly administer the instruments.



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Component 3: Adequate Capacity for Assessment System		
	Implementing	In Progress
5 th	Universal screening of academic skills occurs at least 3 times per year.	
6 th	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavioral/office discipline referrals are tracked by some of the variables of learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision but not all.
7 th	The staff consistently administers diagnostic/functional behavioral assessments following locally documented decision rules.	The staff does not consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.
8 th	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is left up to individual teams or staff to determine.
		Not Implementing
		Universal screening of academic skills occurs less than 3 times per year.
		Behavior/office discipline referrals are not tracked in a systematic manner or by all of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probably motivation, and administrative decision.
		The staff individually determines when diagnostic assessments are given.
		Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.



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Component 4: Decision Making Rules are Clear			
	Implementing	In Progress	Not Implementing
62	Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have documented decision rules, but they are unknown or inconsistently used by staff for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have informal or missing decision rules for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports

Curriculum

Component 1: Curriculum is Evidence Based			
	Implementing	In Progress	Not Implementing
13	The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.	The staff relies on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.	Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.



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Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level			
	Implementing	In Progress	
			Not Implementing
2	Staff has formally evaluated and documented that all curricular materials address essential academic components.	Academic curricular materials are available that address essential components.	Academic curricular materials address only some essential components.
3	The staff has agreed to and documented 5 or fewer positively stated rules/behavioral expectations.	The staff has identified more than 5 rules/behavioral expectations.	There are no clear rules/behavioral expectations for the building/site or rules/behavioral expectations are negatively worded.
4	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.	There is formal curriculum/system for teaching the essential components of academics across all tiers and an informal curriculum /system to teach the behavioral expectations.	There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.
5	The staff select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.	The staff select academic curricula, behavioral instructional materials, and programs/process for supporting behavior that are an appropriate match for the needs of the learner at some tiers.	Supplemental and intense curricula for behavior and academics are available but not based on learner need.
			All learners receive the same academic curricular materials at the same time and behavior is addressed randomly or not at all regardless of need.



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Component 3: All Curricula are Implemented with Fidelity				
	Implementing	In Progress		Not Implementing
3	The staff is specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff implements the curricula and programs to ensure fidelity of implementation.	Some staff is trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff is provided the scope and sequence for introducing concepts to learners.	The staff receives an overview of the academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing and/or reminders of concepts that must be taught prior to state assessments.	The staff receives academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.
4	A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff provided throughout the year.	The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff during personnel evaluation and feedback is provided at that time.	The fidelity of implementation of the academic and behavioral curricula and programs at all tiers is checked by having staff turn in samples of lesson plans.	It is assumed that all staff is implementing the academic and behavioral curricula and programs at all tiers with fidelity.



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Instruction

Component 1: All Instructional Practices are Evidence Based			
Implementing		In Progress	
II	The staff has formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.	The staff has participated in discussions about the evidence-base of specific academic and behavioral instructional practices for different tiers.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff.
			There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff is expected to read information about evidence-based instructional practices.
Component 2: Instructional Practices are Implemented with Fidelity			
Implementing		In Progress	
II	All staff is specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff understands the critical features and application in all settings. Ongoing support and coaching is provided as staff implements the instructional practices/strategies.	Some staff is trained in the use of evidence-based instructional practices/strategies for academics and behavior and "take the information back" to their colleagues via Professional Learning Communities, etc.	Selected staff (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.
			The learning instructional practices/strategies are left up to individual staff.



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Implementing		In Progress		Not Implementing
E1	The staff selects evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The staff selects instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	The staff uses the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.
	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff provided throughout the year.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of the staff during personnel evaluation, and feedback is provided at that time.	The fidelity of instructional practices/strategies for academics is checked by having staff note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	It is assumed that all staff are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.
Component 3: Schedule Allows for Protected Instruction Time				
Implementing		In Progress		Not Implementing
E5	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff to ensure that planned time is actualized.		The schedule does not include specific time for core, supplemental and intensive instruction.



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Component 4: Flexible Grouping Allows for Appropriate Instruction			
Implementing		In Progress	Not Implementing
16	Supplemental and intensive group size is based on the premise that as intensity of instruction increases, group size decreases, and instruction is delivered by highly trained staff.	Some attempts are made to lower group size for supplemental and/or intensive instruction and may or may not be delivered by highly trained staff.	Supplemental and intense instruction is provided in group sizes based upon staffing availability.

Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making				
Implementing		In Progress		Not Implementing
DBDM1	Clearly identified teams conduct data-based decision making at each level: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction	Teams are identified and conduct data-based decision making at some levels: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction	Informal teams meet as time allows to conduct data-based decision making at some levels: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction	No identified team conducts data-based decision making at any level.
DBDM2	All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but do not have a forum to influence changes.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	There is no common understanding of the roles and responsibilities of teams reviewing data.

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Implementing		In Progress		Not Implementing
DEDM3	All staff is actively involved and has been trained in the problem solving process and uses it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.	Some staff is involved and has been trained in the problem solving process and is beginning to formally implement, but inconsistently apply, decision rules.	The team informally uses a problem solving process but has no decision rules.	The team does not use the problem solving process to guide decision making.
DEDM4	All staff has a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.	Most staff can analyze much of the data and interpret the results but does so inconsistently and information shared with families is limited.	The staff can analyze some of the simplest data elements but doesn't know how to interpret the results.	The staff does not understand how to analyze data nor how to interpret the results.
Component 2: Data-Based Decision Making for Improving the System				
Implementing		In Progress		Not Implementing
DEDM5	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.	An informal team meets to review system-wide data academic and behavioral data.	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	System-wide data-based decision making does not occur for academics or behavior.
DEDM6	The team conducting system level decision making uses data from: • Outcome Assessments • Universal Screenings • Progress Monitoring	The team conducting system level decision making uses data from: • Outcome Assessments • Universal Screenings	The administration makes system level decisions based on: • Outcome Assessments • Universal Screenings	System level decision making is based on outcome data only.



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	Implementing	In Progress		Not Implementing
DEDM7	The team makes recommendations for adjustments to the system by analyzing: • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Effectiveness in engaging learners, families and communities • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners	The team analyzes: • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners	The team analyzes: • Sufficiency of instructional procedures	The team does not review effectiveness of or make adjustments in system.
Component 3: Data-Based Decision Making for Improving Supplemental Instruction				
	Implementing	In Progress		Not Implementing
DEDM8	A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.	An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.	The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.	Supplemental instruction data-based decision making does not occur.
DEDM9	The team conducting decision making for learners receiving supplemental instruction uses data from: • Universal Screenings • Diagnostic Assessments • Progress Monitoring	The team conducting decision making for learners receiving supplemental instruction uses data from: • Universal Screenings • Diagnostic Assessments • Progress Monitoring	The administration makes decisions for learners receiving supplemental instruction based on: • Universal Screenings • Progress Monitoring	Decision about supplemental instruction is based on universal screening data only.

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	Implementing	In Progress		Not Implementing
DECISION	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes data to make grouping decisions.	The team looks at the general effectiveness of supplemental instruction.
Component 4: Data-based Decision Making for Improving Intensive Instruction				
	Implementing	In Progress		Not Implementing
DECISION	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.	Data-based decision making addressing intensive instruction does not occur.



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	Implementing	In Progress		Not Implementing
DBDM12	The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening.	No team meets to conduct decision making for academic and/or behavior at the intensive level.
DBDM13	The team analyzes individual learner intervention data regarding: • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation	The team analyzes individual learner intervention data regarding: • Customization of individual intervention plans • Progress of individual learners • Need to refer for evaluation for entitlement	The team analyzes individual learner intervention data regarding: • Develop individual plans • Need to refer for evaluation for entitlement	The team discusses need to refer for evaluation for entitlement.



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Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System				
	Implementing	In Progress		Not Implementing
IST	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.
EST	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.	The implementation of MTSS is guided by an informal action plan. The administrative and building/site staff are working on making academics and behavior the top goals including having policy documents and a plan for dissemination.	The implementation of MTSS is guided by a plan for general or special education only.	The implementation of MTSS has no action plan.
ES2	Policy documents are available describing the vision and implementation of MTSS.	Development of policy documents has been initiated but not completed.	Policy discussions focus on emphasizing MTSS within existing policy documents.	No policy documents have been developed.



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Implementing		In Progress		Not Implementing
6-81	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and practices has occurred in a few programs.	No change has occurred in the allocation of resources.
Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners				
Implementing		In Progress		Not Implementing
6-82	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	There is no process in place to review decisions made as a result of data-based decision making.
9-11	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	The building/site leadership team has a process to review data-based decision making process.	There is no process in place to review and improve the data-based decision making process.



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Implementing		In Progress		Not Implementing
AST	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.	Implementation of core components of MTSS is monitored through full implementation.	The implementation of MTSS principles and practices are monitored through initial implementation.	There is no monitoring of the implementation of MTSS.
Component 3: Leadership Provide Staff Ongoing Support				
Implementing		In Progress		Not Implementing
SST	There is a formal, long term professional development plan for all staff and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	Professional development activities are not tied to a multi-tier system.
DSL	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.	Leadership informally involves the staff in decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	There are no activities or time allocated for group decision making.

Technical Assistance System Network (TASN)

Technical Assistance System Network (TASN)

April 18, 2011

Provider Team	Primary Contact Information	Sponsoring Agency
Families Together	lesli@families-together-inc.org http://www.families-together-inc.org/	Families Together, Inc. (PTI)
General Supervision Timely & Accurate Data (GSTAD)	therens@keystonelearning.org http://www.misdata.org/	Keystone Learning Services (Northeast KS Education Service Center)
Infinitec	pchids@uconet.org http://www.mv.infinitec.org/	United Cerebral Palsy of Greater Chicago
InfiniteX	sclements@uconet.org http://www.mv.infinitec.org/1995101210122013370/site/default.asp	United Cerebral Palsy of Greater Chicago
Kansas Educational Employment Board (KEEB)	julie.wilson@greenbush.org www.kansasteachingjobs.com	Greenbush (Southeast KS Education Service Center)
Kansas Inservice Training System (KITS)	lindeman@ku.edu http://www.kskits.org	University of Kansas Center for Research, Inc.
Kansas Instructional Resource Center (KIRC)	cmanuel@kskb.net http://www.kirc.org/	Kansas State School for the Blind



Technical Assistance System Network (TASN)

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Kansas Instructional Support Network, Scaling Up Supports for Autism (KISN)	lstiddle@kumc.edu http://kansasasd.com/	Keystone Learning Services (Northeast KS Education Service Center)
Kansas Parent Information Resource Center	jcroff@kpic.org http://www.kpic.org/	Kansas Parent Information Resource Center
Kansas State Personnel Development Grant	khaag@ksde.org http://spedokansas.net/	KSDE SES - Kansas SPDG
Kansas Teachers of Students who are Blind or Visually Impaired (TVI) and Certified Orientation & Mobility Specialist (COMS) Preparation and Mentorship Project	anielsen@kssb.net http://www.kssb.net/	Kansas State School for the Blind
Kansas Secondary Connections (KSSC)	mmorningstar@ku.edu http://www.transitioncoalition.org	University of Kansas, Department of Special Education
KSDE Technical Assistance System Network (TASN) Coordination and Evaluation	cdavis1@pittstate.edu http://ksdetasn.org/	Pittsburg State University, Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University



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Technical Assistance System Network (TASN)

Low Incidence Consortium	lindeman@ku.edu http://www.lci.ku.edu/	University of Kansas
Kansas Multi-Tier System of Supports (MTSS)	ssipe@keystonelearning.org http://www.kansasmtss.org/	Keystone Learning Services (Northeast KS Ed Service Center); Greenbush (Southeast KS Ed Service Center)
Project All-State Low Incidence Virtual Endorsement (ALIVE)	eknow@ku.edu http://www.kucr.ku.edu/	University of Kansas, Center for Research
Project Success - Supporting Reading, Math and LRE	jsummers@ku.edu website tbd	University of Kansas, Beach Center on Disability
Southeast Behavior Support Network	tmcvey@toteksa.com	Greenbush (Southeast KS Ed Service Center)



April 18, 2011

Technical Assistance System Network (TASN)

Southwest Behavior Support Network	sharris@pkd.com	High Plains Education Cooperative partners with Southwest Kansas Area Co-op in Ensign, Garden City school district, and Liberal school district
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State-Wide Non-Proficiency Reduction AMOs
for
Reading

	Percent Proficient 2011	Percent Non- Proficient 2011	AMO Value	AMO 2012	AMO 2013	AMO 2014	AMO 2015	AMO 2016	AMO 2017
All Students	87.2%	12.9%	1.1%	11.8%	10.7%	9.6%	8.6%	7.5%	6.4%
Free & Reduced Lunch	80.0%	20.0%	1.7%	18.3%	16.6%	15.0%	13.3%	11.7%	10.0%
Students with Disabilities	73.6%	26.4%	2.2%	24.2%	22.0%	19.8%	17.6%	15.4%	13.2%
English Language Learners	70.0%	30.0%	2.5%	27.5%	25.0%	22.5%	20.0%	17.5%	15.0%
Hispanics	77.6%	22.5%	1.9%	20.6%	18.7%	16.8%	15.0%	13.1%	11.2%
African Americans	76.2%	23.8%	2.0%	21.8%	19.8%	17.9%	15.9%	13.9%	11.9%
Whites	89.0%	11.0%	0.9%	10.1%	9.2%	8.3%	7.4%	6.4%	5.5%
Asian & Pacific Islanders	86.8%	13.2%	1.1%	12.1%	11.0%	9.9%	8.8%	7.7%	6.6%
American Indians	79.4%	20.6%	1.7%	18.9%	17.2%	15.4%	13.7%	12.0%	10.3%
Multi-Racial	84.3%	15.8%	1.3%	14.4%	13.1%	11.8%	10.5%	9.2%	7.9%

State-Wide Non-Proficiency Reduction AMOs
for
Math

	Percent Proficient 2011	Percent Non- Proficient 2011	AMO Value	AMO 2012	AMO 2013	AMO 2014	AMO 2015	AMO 2016	AMO 2017
All Students	84.2%	15.8%	1.3%	14.5%	13.2%	11.9%	10.6%	9.2%	7.9%
Free & Reduced Lunch	76.5%	23.5%	2.0%	21.5%	19.6%	17.6%	15.6%	13.7%	11.7%
Students with Disabilities	68.4%	31.6%	2.6%	29.0%	26.4%	23.7%	21.1%	18.5%	15.8%
English Language Learners	72.4%	27.6%	2.3%	25.3%	23.0%	20.7%	18.4%	16.1%	13.8%
Hispanics	76.0%	24.0%	2.0%	22.0%	20.0%	18.0%	16.0%	14.0%	12.0%
African Americans	69.7%	30.3%	2.5%	27.8%	25.3%	22.7%	20.2%	17.7%	15.2%
Whites	86.1%	13.9%	1.2%	12.8%	11.6%	10.4%	9.3%	8.1%	7.0%
Asian & Pacific Islanders	88.3%	11.8%	1.0%	10.8%	9.8%	8.8%	7.8%	6.9%	5.9%
American Indians	75.9%	24.1%	2.0%	22.1%	20.1%	18.1%	16.1%	14.1%	12.1%
Multi-Racial	79.5%	20.5%	1.7%	18.8%	17.1%	15.4%	13.7%	12.0%	10.3%