Kansas
ESEA Flexibility
Request
February 27, 2012

Revised February 10, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

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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. <u>Evidence</u>: 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. <u>Resources</u>: Resources necessary to complete the key activities, including staff time and additional funding.

6. <u>Significant obstacles</u>: 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.

<u>Preparing the Request</u>: To prepare a high-quality request, it is extremely important that an SEA refer to <u>all</u> 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.

Updated February 10, 2012

<u>Process for Submitting the Request</u>: 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.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

TABLE OF CONTENTS, CONTINUED

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.

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Kansas State Department of Eduation	Requester's Mailing Address: 120 SE 10th 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 10th 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

DAP—District Action Plan

DLM—Dynamic Learning Maps

DNA—District Needs Assessment

ED—United States Department of Education

EL, ELL—English Language Learners

ELP—English Language Proficiency

ESOL—English Speakers of Other Languages

ETS—Education Testing Services

IAS—Integrated Accountability System

IC—Improvement Coordinator

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

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

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

TASN—Technical Assistance System Network

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 representations 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, 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 have become 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 representations 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 Commission 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, however, that was made at several of these meetings, was not included. 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 happening that impact our teachers is becoming difficult to balance.

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[1] http://www.ksde.org/Default.aspx?tabid=5075
[2] https://docs.google.com/spreadsheet/ccc?key=0AnVtUDyNsG8VdHhkZ3NRLWNhRDhPUFZQNklpaUg3aWc

Updated February 10, 2012

- 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 principle 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.

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 1367 public schools in Kansas in 2010-2011, 1150 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 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	Option B
☒ 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.	☐ 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)	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.

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.

Kansas began the journey 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. In October 2010, Kansas became the 37th state to adopt the Common Core State Standards for English/language arts and mathematics. Kansas was in a unique position when the Common Core State Standards (CCSS) initiative was underway nationally because during that time, Kansas was establishing its own committees to review and revise the Kansas mathematics and language arts standards. Therefore, those committees met regularly during the first half of 2010 to provide input to the CCSS drafts while considering what was important for Kansas students. As the CCSS took formation, a substantial amount of feedback provided by the Kansas review committees was included as part of those drafts and in the final document. The Common Core Standards in Mathematics and English Language Arts along with the modifications and enhancements made by Kansas was presented to the Kansas State Board of Education (SBOE) at its October 2010 board meeting for adoption. The SBOE adopted the standards in English/ language arts and mathematics. The minutes on this vote can be found on the KSDE website:

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

As work began on how to support Kansas schools in the transition to the new standards, the first efforts were focused on distributing the information on the adoption of the standards and what that would mean for schools. The first step was to develop an internal workgroup that comprised not only content standards staff but also staff from career technical education, special education, teacher education and licensure, state and federal programs, and others involved in state initiatives such as the Multi-Tier System of Supports, the Kansas Learning Network and the Kansas Technical Assistance System Network.

The Multi-Tier System of Support (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.[3] 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 the past four years to support Title I schools on improvement.[4] The effective components from the KLN will be utilized within 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.[5] 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 will be expanded to provide support for all student groups, not just students with disabilities.

Presentations at schools, conferences, and a variety of educational entities were offered, and continue to be offered as requests are received. Communicating the message of the Kansas Common Core Standards was a priority along with providing school districts with information on how to transition to the new standards. To that end, a communication plan and a professional learning plan were developed. The communication plan was developed to assist all constituents in the transition from existing standards to the Kansas CCS by building on the key themes of promoting stronger instruction, 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 stronger 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.

- 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.

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[3] http://www.kansasmtss.org/overview.htm
[4] http://www.ksde.org/Default.aspx?tabid=4465
[5] http://ksdetasn.org

Updated February 10, 2012

As indicated earlier, a series of trainings and information workshops were conducted across Kansas to help schools understand the Kansas CCS along with ideas on how to best transition to the new standards. Kansas is using a training of trainers' model to build capacity for professional learning and is also conducting statewide summer academies that build on previous learning opportunities. The first round of statewide summer academies (2011) focused on understanding the standards and how schools could begin transitioning to them. Over 3,100 educators participated in the academies.

Common Core Summer Academies – 2011

Schedule

DATE	CITY	SCHOOL
June 21-22	Junction City	Junction City Middle School
June 23-24	Junction City	Junction City Middle School
June 28-29	Wichita	South High School
June 30 & July 1	Goddard	Goddard High School
July 7-8	Kansas City	Piper High School
July 11-12	Iola	Iola Sr. High School
July 14-15	Hays	Hays High School
July 18-19	Garden City	Garden City High School

In the summer of 2012, the academies will focus on curriculum alignment and integration of content, as well as the impact of the Kansas Common Core Standards on English language learners, special education students, and higher education both from the readiness component to the teacher preparation aspect. For these latter integration components, the KSDE Standards and Assessment staff is working with the post-secondary institutions as well as other KSDE staff that work in these areas. A listing of all professional learning activities to date, along with future activities are on the KSDE website: http://www.ksde.org/Default.aspx?tabid=4605

Materials to support schools during this time of transition were also developed, distributed to schools and placed on the KSDE website. Examples of materials include: *Suggested School/District "Soft Landing" Transition* to the common core document and an assessment, standards and professional development timeline that outlines for schools how the state is looking at the transition period. Both these documents can also be found on the KSDE website at: http://www.ksde.org/Default.aspx?tabid=4605

In addition to summer academies, a series of live meetings along with interactive television (ITV) updates will provide the field information on a variety of areas that concern our education constituents. For these live meetings, KSDE staff is working in collaboration with not only K-12 educators but also post-secondary institutions to help deliver the information. The hope is that through this collaboration it will be evident that Kansas CCS will have an impact on all educators, creating new and exciting opportunities. The Kansas Common Core Standards Transition Timeline is included in Attachment 4.

ESOL Standards and Assessment

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[6] which were adopted in March 2011 with the Common Core State Standards in reading/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). This 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 group is receiving assistance with these two tasks from the Assessment and Accountability Comprehensive Center and the Mid-Atlantic Comprehensive Center. Using the results of the two tasks, by June 2012 Kansas will determine whether any adjustments or amendments need to be made to the Kansas ESOL standards and take appropriate action to align them to CCSS.

After that alignment action is completed, Kansas will develop an English Language Proficiency assessment. While the process of the two tasks described above is occurring, the Kansas State Department of Education (KSDE) staff is also exploring and developing 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 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.

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[6] http://ksde.org/Default.aspx?tabid=4694

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	Option B	Option C
☒ 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)	☐ 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.	☐ 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)

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 should 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, and reducing the gap. (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.
- Title I Reward Schools will be identified annually beginning in 2011-2012 using both achievement and growth. 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. These schools will begin implementing interventions during 2012-2013.
- 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 and showing growth, 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. 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). 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.

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.

<u>Theoretical Orientation</u>

At deeper philosophical and theoretical levels, the proposed changes to Kansas' accountability system 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."[7] 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.[8] This proposal outlines broad goals in academic achievement, academic growth, and gap 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,[9] Tucker,[10] as well as McKinsey researchers,[11] 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.

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

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

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

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

[11] Barber, M. and Mourshed, M. (2007). How the world's best-performing school systems come out on top. McKinsey. http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/Best_performing_school.aspx

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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 and displayed in three ways:

1. Academic performance (achievement)
2. Academic growth
3. Gap reduction

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.

Component 1: Achievement Measures

Two psychometricians on the Kansas Technical Advisory Committee, Paul Holland[12] and Robert Linn,[13] 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".[14]

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 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

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[12] 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.

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

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

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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 advancing no 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.

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 ÷ 66 = 655			

Table 1

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.

Ambitious but achievable AMOs for achievement were defined 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. Starting with the lowest 5th percentile in academic performance, schools are required to meet an API growth rate of 20 points per year. With each five-point advance in a school's rank, the required AMOs decline five points. These percentile ranks will be defined and reset each year, creating a dynamic system in which all schools must keep up progress made by the higher performing schools.

Whole population distributions based on assessments have plateaus and ceilings. 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

In order to identify achievement gaps within Kansas, two achievement gap measures will be calculated for each school. These gap calculations will allow schools to identify their state-level and local-level achievement gap.

To measure state-level achievement gaps, KSDE developed a state benchmark based on the school performing at the 70th percentile in terms of students' academic performance. It was determined that the 70th percentile is an ambitious but demonstrably achievable level of performance. This benchmark was then compared to the lowest performing 30 percent of students in each school and district. The difference between the state benchmark and the lowest performing thirty percent of students in each building can then be ranked and used to identify those schools and districts which have the most pronounced state-level achievement gap. This state-level gap analysis will be used to identify Focus Schools. Additionally, the state-level achievement gap is useful information for schools, districts and policymakers; as such, KSDE will provide information on the state-level gap analysis to these parties to encourage attention being paid to this particular achievement gap.

KSDE will also report, for all schools, a local-level gap analysis. This calculation will be used to set a specific AMO for each school. The notion behind setting AMOs based on a local-level gap calculation is that schools will have some influence over local conditions, through collaboration with their host communities as well as staff efforts. These local-level gaps, once defined, are expected to be halved within six years. AMOs are based on equal, yearly increments.

The transparency of subgroup performance was a welcomed achievement of No Child Left Behind (NCLB). It was also true that lower-performing students could be counted against a school's performance multiple times. Larger and more diverse schools and districts have been subject to the 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 the accountability system.

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 the comparison of the top performing 30 percent of students to the bottom performing 30 percent of students. 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 the subgroup composition of the schools used to set the state benchmark and those identified as Focus Schools. Of course, KSDE will also continue to report the performance of all traditional subgroups. KSDE researchers will also develop and test new measures that may inform cross-district and cross-school comparisons of subgroup performance; the speed to proficiency of comparable English Learners, and the speed at which comparable students with disabilities move to higher levels of proficiency.

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.[15, 16, 17] 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 an AMO growth 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.

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[15] 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.

[16] 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.

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

In conclusion, Kansas believes that by establishing rigorous AMOs focusing on academic performance, gap reduction, and growth, schools will focus their efforts on at least one to make real and sustained progress. Because all three 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 illustrates how the annual measurable objectives (AMOs) for achievement, growth and gap might be displayed for each school and district.

2011 – 2012

School: _____   Grade Levels: _____
USD #: _____   Enrollment: _____
Address: _____
_____

Multiple Measures Summary:

* % Proficient Math_____   * Gain Math _____
* % Proficient Reading _____   * Gain Reading _____
* Average score Math _____   * High/Low Gap Math _____
* Average score Reading ___   * High/Low Gap Reading _____

Kansas Comparison Quick View:

*Math/Reading   * % Proficient/Av. Score/Gap/ Gain
2012 *M/R* score for building was _____.

⬆ Building scored higher than _____ buildings.
⬇ Building scored lower than _____ buildings.
⬌ Score not significantly different than _____ buildings.

Achievement: *Combined *Math *Reading
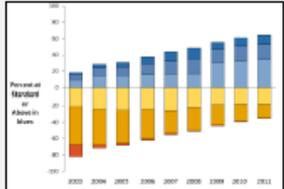
*BLDG *BLDGS in USD *USD *State
⬆ Print ➡ Export

Text explaining what achievement is…
What the target is and what the target represents…
What the results indicate…

PDF Report   PDF Report

Gain/Growth: *Combined *Math *Reading
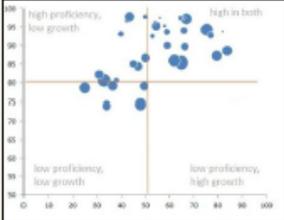
* BLDG *BLDGS in USD *USD *STATE
⬆ Print ➡ Export

Text explaining what gain/growth is…
What the target is and what the target represents…
What the results indicate…

PDF Report   PDF Report

Gap Reduction: *Combined *Math *Reading
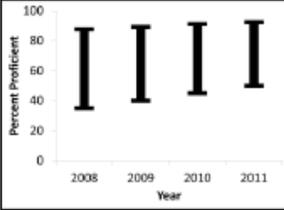
* BLDG *BLDGS in USD *USD *STATE
⬆ Print ➡ Export

Text explaining what gap reduction is…
What the target is and what the target represents…
What the results indicate…

PDF Report   PDF Report

Figure 1

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

Option A	Option B
☒ 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.	☐ 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.

Option A

Currently, the achievement, growth, 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	Option B	Option C
☐ 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.	☐ 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.	☒ 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)

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 an innovative way. 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 is requesting a waiver from the Secretary of Education regarding the 2012 annual measurable objectives (AMOs) for determining adequate yearly progress (AYP). Kansas requests 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.

2012 Annul Measurable Objectives (AMOs)
(AYP Targets)

	2011	Current 2012	Proposed 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%

Table 2

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 achievement, growth and reducing the achievement gaps, and the interventions that improve student learning. KSDE believes the new AMOs are ambitious but achievable and encourage schools to focus on students being on track to be college- and career-ready.

Participation, attendance and graduation will continue to be calculated and reported. Following are explanations of each AMO:

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). Each performance level is assigned a point value; there are five performance levels on the Kansas assessments. 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 3 provides an example of the API.

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 standard	250	7	1,750
academic warning	0	2	0
totals		66	43,250
Assessment Performance Index (API) = 43,250 ÷ 66 = 655			

Table 3

At a basic measurement level, achievement goals can be described as movement with knowledge and skills distribution. Policy makers want to see the knowledge and skills of all students move upward. Translating this goal into measurements, as seen through No Child Left Behind (NCLB), international assessments like the Programme for International Student Assessment (PISA), and the ESEA Flexibility Waiver, policy makers are saying they want to see this distribution of knowledge and skills of what students can do, move to the right. Movement to the right would indicate that all students have improved. The many measures there are, proficiency percentages, mean scores, and growth measures are really all different views of this knowledge and skill distribution as measured by state assessments.

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.[18] In the

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

last decade, IQ levels appear to have reached a plateau or declined slightly.[19] 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 since 1971. (In 1971, the average reading score for 17-year olds was 285 and in 2008 it was 286). In mathematics, where the long-term national gains for 9 and 13-year-olds have been greatest, the gains haven't exceeded about a point per year rate of improvement.

Since the API is also a measure of a whole distribution at every skill level, one should expect that average yearly gains will be similarly restrained. Like NAEP and IQ scores, one expects the API to have a natural plateau or ceiling, around which, when reached, scores will vary above and below the mean within a more compressed distribution. Given these properties, what are achievable but ambitious AMOs using the API?

Because Kansas has used five proficiency levels for more than a decade, the API can be calculated going back to 2000. One can use these calculations to examine distributions and the rates of improvement for student groups and establish annual measurable objectives. Figure 2 shows the average Assessment Performance Index scores for the All Students group across numerous years.

**Average API Scores, All Students Group,
All Kansas Public Schools**
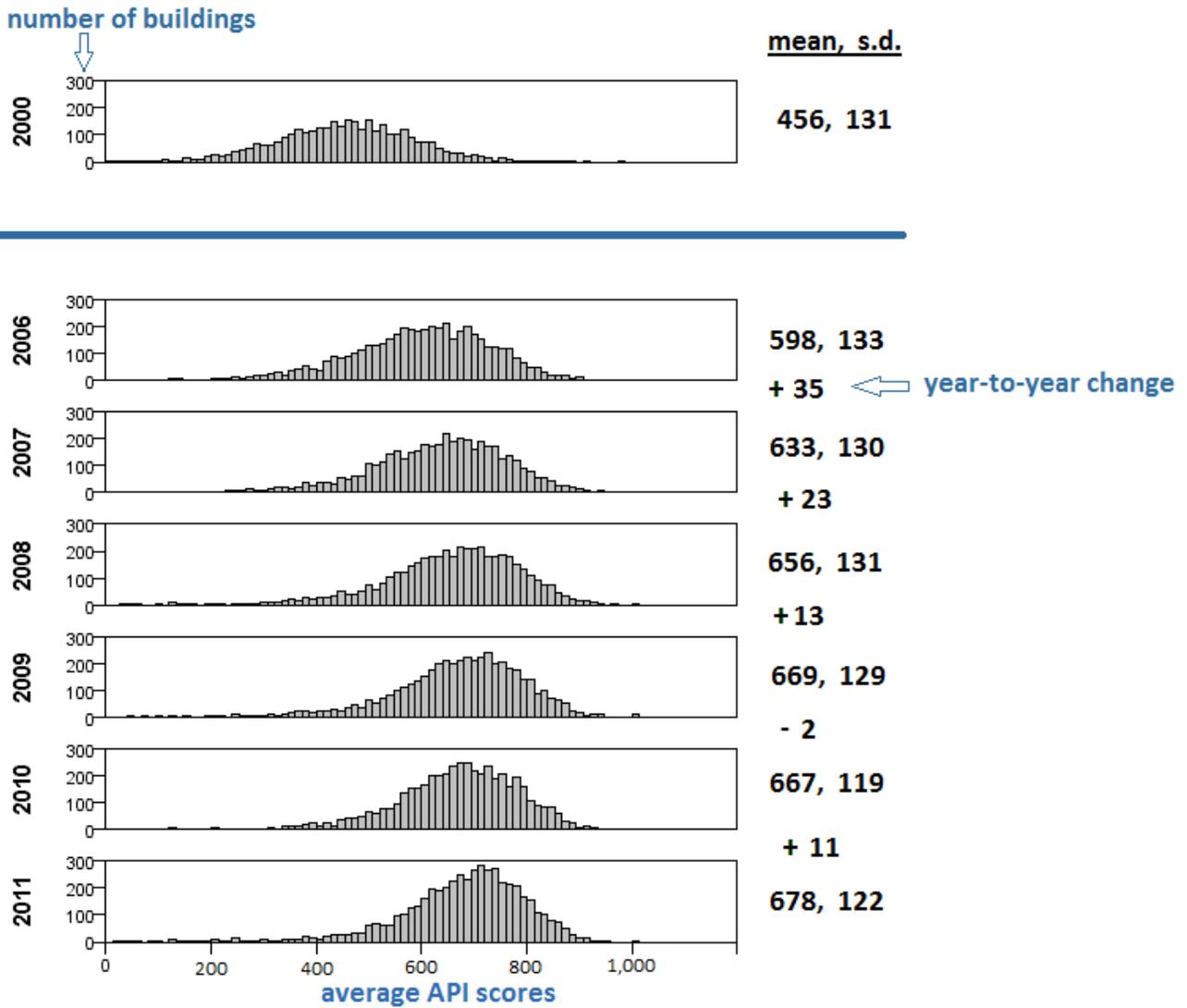
Figure 2

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. From 2000 to 2011, the average API for all Kansas public schools, based on the All Students group, increased at an average rate of about 20 points per year. If one examines the rates from the introduction of the new assessments in 2006, they increased at 16 points per year.

A related and important question is, do subgroups show similar rates of improvement? If one forms a non-duplicative subgroup that includes all students who are either English Language Learners, students with disabilities, or students who received subsidized lunches, they started in 2000 at a much lower level—340—but advanced at an average yearly rate of 25 points. Their average rate of increase from 2006, when the new assessments were introduced, was slower with an average of 17 points per year.

Using the distributions from the previous page to establish annual measurable objectives (AMOs), each school is ranked according to their Assessment Performance Index (API). Those rankings are then converted into percentiles. Every school is given a percentile ranking. Based on these percentiles and historic rates of improvement, Kansas is establishing the following AMOs for achievement:

- schools falling at the 5th percentile or below to improve their Assessment Performance Index (API) at 20 points per year;
- those falling at the 10th percentile but above the 5th percentile at 15 points per year;
- those falling at or below the 15th percentile but above the 10th percentile at 10 points per year; and
- those falling at or below the 20th percentile but above the 15th to improve at a minimum of 5 points per year.

Figure 3 illustrates the achievement AMOs for the Assessment Performance Index.

AMOs Based on the Assessment Performance Index
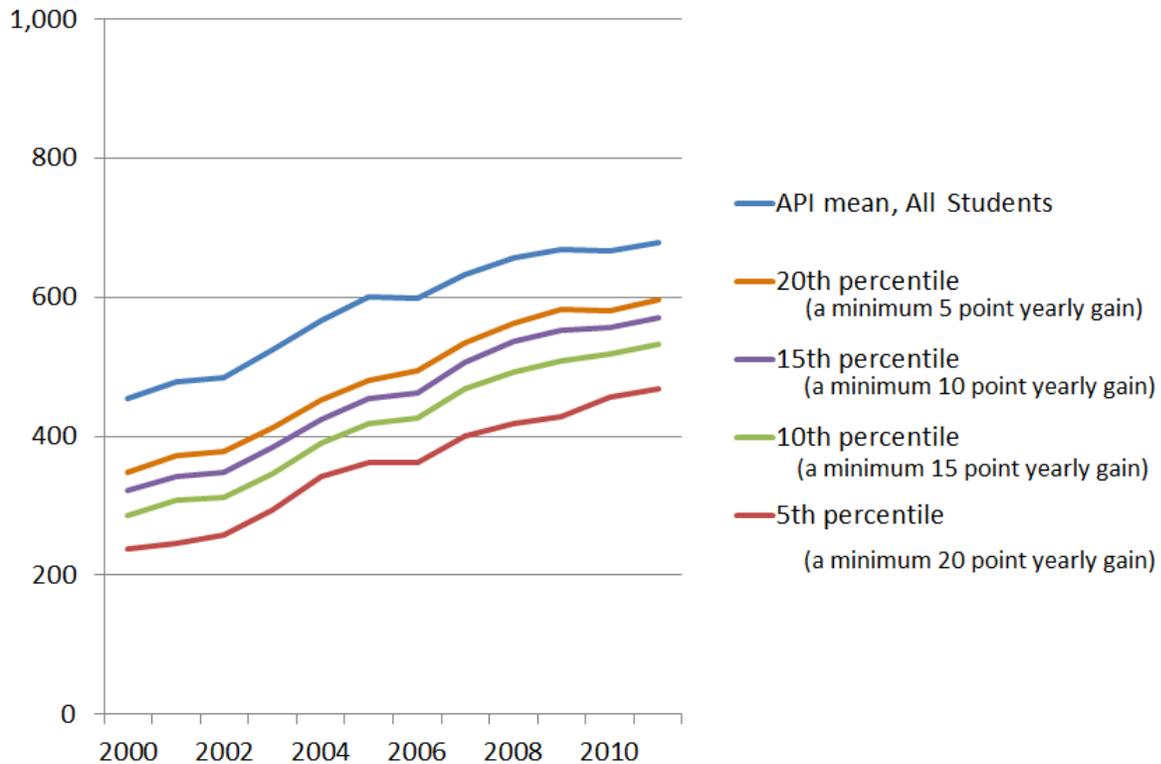
Figure 3

One implication of this new system of achievement AMOs is that as the buildings classified as priority, focus, or those in the bottom 20th percentile improve, other buildings will have to continue to improve to avoid falling to a lower relative position. At the same time, many buildings will be striving to achieve the higher status of Reward Schools. One expects this dynamic process will naturally lead all Kansas schools to continue to improve until the student groups reach their natural plateau or ceiling.

The complex interactions involved in the achievement AMOs will eventually reach a plateau in achievement. Therefore, KSDE will define the natural ceiling or plateau in terms of the All Students mean. Once the All Students group shows 4 continuous years of no or small vacilations around the same level (less than 10-point changes around the same mean), all schools falling within 2 standard deviations of the plateau will be designated as meeting their achievement goal. This definition sets a reasonable, fair, and natural limit to improvement, but will still identify those schools that are outliers or low performers.

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:

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

Table 4

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, 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
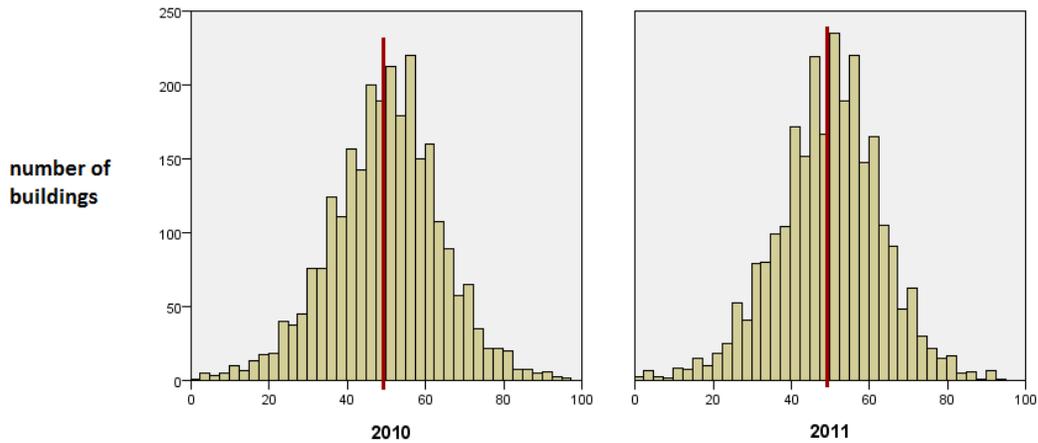
To exit priority status:

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 4

Reducing the Gap AMOs

Schools will be held accountable for their achievement gap by focusing attention on the performance difference between their building's highest and lowest performing students. Because the data used to calculate the local-level gap is building specific, gap AMOs will be specific to each building. 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 the highest performing 30 percent of students by the 2016-2017 school year.

Kansas math and reading assessments have five performance categories, which are, in ascending order: *academic warning*, *approaching standard*, *meets standard*, *exceeds standard*, and *exemplary*. Students scoring at *academic warning* or *approaching standard* are non-proficient. Students scoring at *meets standard*, *exceeds standard*, or *exemplary* are proficient. The local-level gap analysis uses these five performance categories in place of the all students percent proficiency value used in the state-level gap analysis. Using these five performance categories provides a more nuanced analysis of performance and de-emphasizes the single non-proficient/proficient distinction.

The local-level gap calculation uses the Assessment Performance Index (API) as its basis. Each math and reading assessment taken over the last two years, based on the performance level achieved,

is assigned its associated API value. 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 provides score stability (a building's local-level gap 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.) The point values for all of the assessments are summated and divided by the total number of assessments. The resulting API is a numeric value which can be directly linked back to the performance categories. For example, an API of 780 suggests that the average performance level is at the *exceeds standard* category, because the score is greater than 750, but less than 1000. A score of 655 suggests that the average performance level is at the *meets standard* category, because the score is greater than 500 and less than 750. A field reference guide to the local-level gap calculation is included in Appendix A.

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 standard	250	7	1,750
academic warning	0	2	0
totals		66	43,250
Assessment Performance Index (API) = 43,250 ÷ 66 = 655			

Table 5

The local-level gap calculation is the difference in API scores between the highest performing 30 percent of students and the lowest performing 30 percent of students. Both student groups (high and low performers) are represented by test records comprising the top and bottom achievement categories, respectively. API scores are calculated separately for the highest performing 30 percent of students and the lowest performing 30 percent of students. The API scores are then subtracted from each other to produce an achievement gap value. The resulting local-level gap value represents the achievement difference between the top and bottom performing students within a building (refer to Appendix A for a detailed account of this calculation).

The local-level gap calculation sets specific AMOs for each building in Kansas. 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 highest performing 30 percent of students by the 2016-2017 school year. Alternatively, buildings with an API score of 500 for the lowest performing 30 percent of students will be deemed as having sufficiently closed their gap --as their lowest performing students are performing on average at proficiency.

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 2006-2007 school year through the 2010-2011 school year. Modeling the gap AMO with this past data suggests that the average gap score in 2008 for a Kansas school would have been 611 API points ($SD = 88$). In order to close this gap in half by 2013-2014 (i.e., 6 years), a building would need to reduce its achievement gap by 51 API per year (or increase the API of the lowest performing 30 percent of students to 500). Modeling gap scores calculated in 2008 reveals that less than one-fourth of Kansas schools would have met the gap AMO in 2008-2009, 2009-2010, or 2010-11. Table 6 provides more detail on the results produced by the model.

Percentage of Kansas Buildings Making/Not Making Modeled Gap AMOs.

	School Year		
	2008-2009	**2009-2010**	**2010-2011**
Gap AMO <u>Not</u> Met	75.1%	80.2%	79.4%
Gap AMO Met by Gap Reduction	13.3%	8.5%	7.2%
Gap AMO Met by Raising Lowest Performing 30% to 500 API Points	11.6%	11.3%	13.4%
Total	100%	100%	100%

Table 6

Because all three areas—achievement, growth and gap—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

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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 Reward Schools using the same components established for determining annual measurable objectives (AMOs). Reward Schools are identified based on achievement (highest-performing) and growth (high-progress schools).

How has Kansas identified its highest-performing schools?

For the most recent four years of 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 5 percent of all Title I schools based on four years of API scores will be identified as the highest-performing schools.

What is a high-progress school?

Individual student growth percentiles (SGPs) are combined for both reading and math. When there are at least 30 students with a growth measure, the median of these combined SGPs is selected as representative of each school's student growth for that year. All Title I buildings are ranked based on their median SGPs for each of the most recent 4 years. These rankings are then combined and the buildings falling in the top 5 percent are identified as high-progress schools.

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

The Kansas State Department of Education has a created a preliminary list of Reward Schools utilizing the methodology described in section 2.C.i; however, KSDE intends to finalize the list when the 2012 state assessment results are available.

The preliminary list includes 10% of all Title I schools. The list is composed of the top 5% of all Title I schools based on four years of API scores, combined with the top 5% of all Title I buildings ranked by their median SGPs for each of the most recent 4 years, 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 <u>building</u> level, the point of state intervention is at the <u>district</u> 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 5)

Figure 5 - Kansas Shared Responsibility Across All Levels

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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.

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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.

Kansas combines two measures derived from state assessments to identify Priority Schools:
1. the proficiency of the *All Students* group as measured by the Assessment Performance Index (API); and
2. a measure of the progress or growth of the *All Students* group as measured by Student Growth Percentiles (SGPs).

KSDE calculates the Assessment Performance Index (API) based on all students in reading and mathematics for each of the most recent four years. In the future, the API may include other assessments. 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 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 are included. Each of these rankings will be part of the calculations, not published indices.

Student Growth Percentiles give two comparisons:
1. each student's movement over time when compared to *all* students;
2. each student's growth percentile when compared to students with similar scoring histories.

The individual student growth percentiles are combined for each school, and the median SGP is selected as representative of the school's growth for that year. Whenever there are at least 30 students with a growth measure for a subject and year, the data are included. If no growth data are available for the building, but the building has 4 years of assessment data, then only the API data will be included in the final priority ranking of the school.

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The Multiple Measures Index (MMI) is a combination of the assessment performance rankings and the growth rankings from reading and math. KSDE uses multiple years and multiple measures as they provide greater confidence and reliability in the final ranking. The Title I buildings that are in the bottom 5 percent of all Title I buildings, using 12 data points across 4 years and both the API and growth measures, will be identified as Priority Schools. Figure 6 illustrates the combining of the multiple rankings into a Multiple Measures Index.
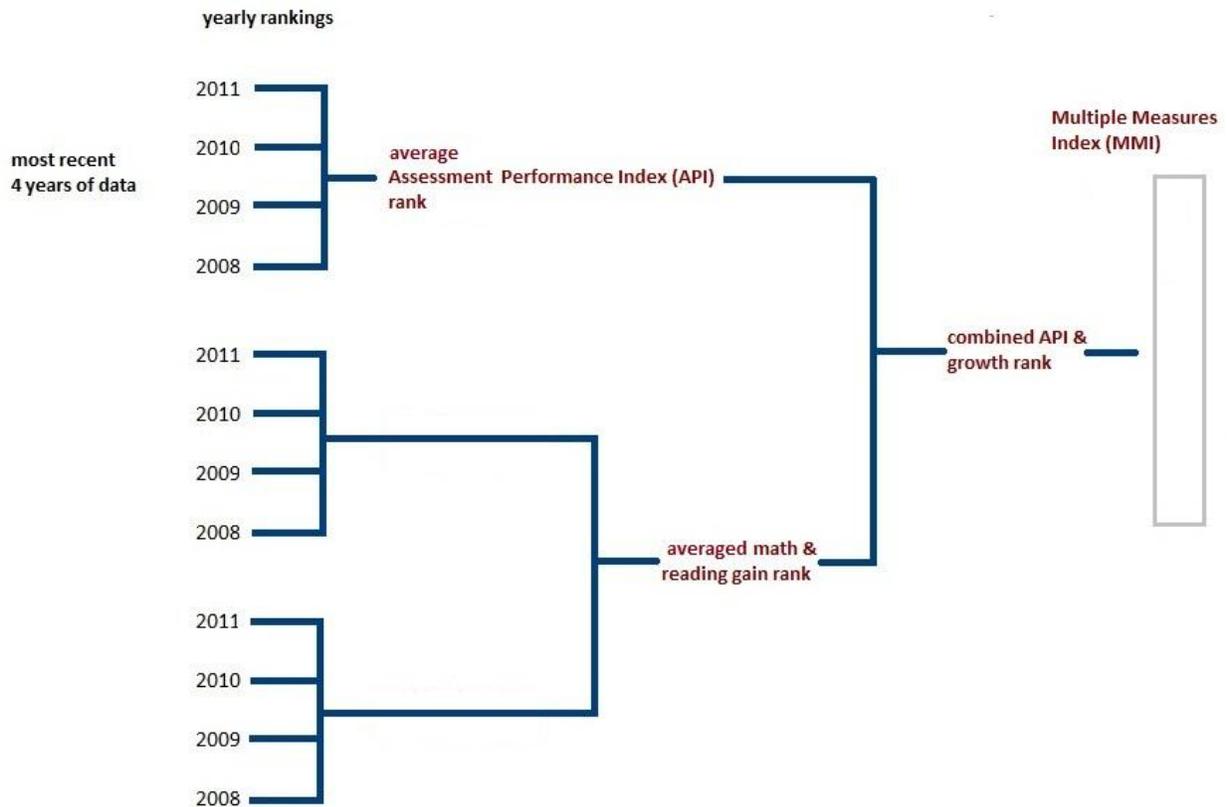
Figure 6

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 (growth) of the all students group. There are 33 schools on the list. Of these schools, 23 are elementary, 8 are middle schools, 1 is a high school and 1 is a combination middle school/ high school. 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 two Tier II School Improvement Grant (SIG) schools on the preliminary list as they are also in the lowest 5%.

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 <u>building</u> level, the point of state intervention is at the <u>district</u> 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 7)

Figure 7 - Kansas Shared Responsibility Across All Levels

KSDE will support districts with Title I Priority Schools 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 issues.

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 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).[20] 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.

Figure 8

Many of the principles and practices included within a MTSS align with and support the turnaround principles.[21] 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, the MTSS results in 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 9). 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

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[20] http://www.kansasmtss.org/resources.htm
[21] http://www.kansasmtss.org/all/Kansas%20MTSS%20Innovation%20Configuration%20Matrix.pdf

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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 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.
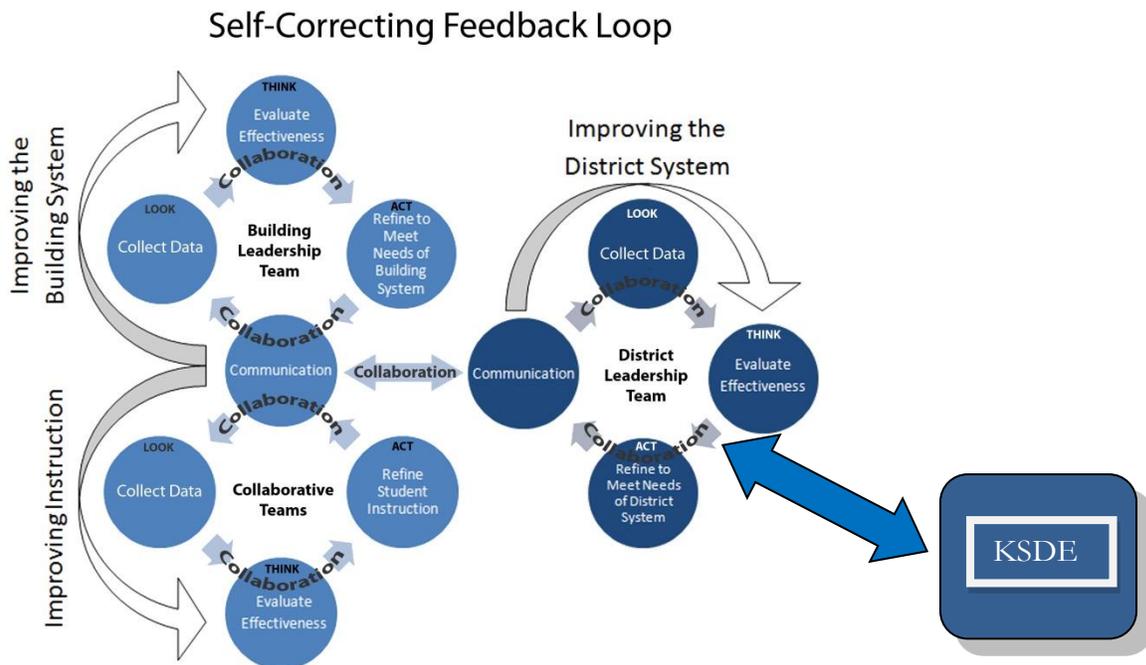
Figure 9

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 in place by the third year in each Priority School. Districts with multiple Priority Schools, however, may have a capacity issue. These districts will work with the Kansas State Department of Education staff to prioritize schools and the schedule of intervention implementation. During the first year, each district and school will begin the needs assessment process and the development of appropriate action plans.

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 issues identified in 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.

- Provide ongoing professional development 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.

- 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.

- 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.

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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 with a Priority School. 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 (2012-2013) Requirements:

District-level

Planning

- 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.

- Assign a district level Improvement 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).

- Create and convene an Integrated Innovation Team (IIT), including the KSDE appointed District Facilitator, 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.

- 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.

- 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 Facilitator, 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 Facilitator 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.

- Submit the District Action Plan to the Kansas Integrated Innovation Team for review and approval.

Technical Assistance

- The district will provide assistance to each Priority 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 Integrated Innovation Team (IIT), other district personnel, or from external technical assistance providers as is determined.

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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 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 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 Integrated Innovation Team (IIT) to develop a School Action Plan (SAP). The steps to develop the SAP will include:

    o Review the DAP to identify the specific interventions to be addressed at the Priority School.

    o 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), 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 Facilitator 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 may also assist in connecting districts with other technical assistance resources.

- Assign a District Facilitator to each district with a Priority School. One role of the KIIT is to ensure that a District Facilitator is assigned to support each district's IIT. The District Facilitator 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 Facilitator 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 (2013-2014) 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 ITT, 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.

- 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 Facilitator 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 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 Facilitator.

- 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 Facilitator 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 (2014-2015) 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.

- 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 Facilitator, 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 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 ITT, including the District Facilitator.

- 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 Facilitator 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).

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 process and support described in 2.D.iii will be implemented consistently across all Priority Schools since the districts with identified Priority School(s) can begin planning as soon as status notification is issued (Spring 2012). The timeline is included in 2.D.iii KSDE has detailed what must occur in Year 1, Year 2 and Year 3 Requirements for Priority Schools and their districts. Full implementation in all Priority Schools will be achieved by 2014-2015 (Year 3)

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 in place by the third year in each Priority School. Districts with multiple Priority Schools, however, may have a capacity issue. These districts will work with the Kansas State Department of Education staff to prioritize schools and the schedule of implementing interventions. During the first year, each district and school should begin the needs assessment process and the development of appropriate action plans.

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. meets its achievement Annual Measurable Objectives (AMO) by increasing its Assessment Performance Index (API) appropriately and
2. maintains a Student Growth Percentile (SGP) median in the top 50 percent (half) for all growth medians.

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 two-step process will identify Focus Schools and provide ambitious, yet achievable goals for gap reduction. In the first step, Focus Schools will be identified with a stringent gap analysis that draws attention to the percent proficiency gap between the State's top performing schools and the lowest-performing students in each school. This state-level gap analysis ensures that schools with the widest gaps (i.e., largest number of non-proficient students) are identified as Focus Schools. The second, local-level, gap analysis draws attention to the performance difference between the highest performing 30 percent of students and the lowest performing 30 percent of students within the same school. This two-step process identifies schools with the greatest achievement gap and provides achievable standards by which to reduce their achievement gap.

Gap Calculation Goals

The state of Kansas defined several goals before selecting gap analyses. 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 analyses will focus on the highest and lowest performing students, regardless of subgroup identity. To inform the public and policymakers assessment results will still be reported by subgroups.

Additionally, 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 analyses will allow subgroup reporting, both gap analyses will focus on proportions of the student body, (i.e., highest and lowest performing 30 percent of students), regardless of subgroup identity.

Third, 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 calculations, small Kansas schools will be included in the gap calculations. This is possible because all schools, regardless of subgroup population size, have proportions of high and low performing students.

Identifying Focus Schools: State-Level Gap Calculation

To identify Focus Schools, Kansas will use a state-level gap calculation which compares individual buildings to a 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 approach essentially compares the lowest performing 30 percent of students in each school to the highest performing 30 percent of schools in the state. The basis of measurement for this gap calculation will be the all-students percentage at proficiency or above proportion as determined by performance on Kansas math and reading achievement tests using the four previous years of assessment results. Four previous years of assessment data will be used to maximize the reliability of the state benchmark.

A new state benchmark is calculated every year using schools' percent proficiency scores aggregated across math and reading assessments from the four years previous to the current assessment year. Schools used in the benchmark calculation must have tested at least 30 students in math and 30 students in reading for each of the four years included in the benchmark calculation. Once the percent proficiency value for each applicable school has been determined, the school's (or schools', in cases of ties) percent proficiency score associated with the 70th percentile is set as the state benchmark. This value represents the top performing 30 percent of schools in the state (see the table below for state benchmarks calculated retroactively). Another way to think about this value is that 30 percent of schools in Kansas have percent proficiency rates higher than the state benchmark.

Retroactively Calculated State Benchmarks for Kansas

Benchmark Year	Number of Schools Contributing to Benchmark Calculation	Percent Proficiency of Top 30% of Schools in Kansas (70th Percentile)
2011	1073	90.29%
2010	1065	88.67%
2009	814	85.87%
2008	785	84.10%
2007	767	80.98%
2006	743	75.33%
2005	731	71.77%
2004	724	68.95%

Table 7

Updated February 10, 2012

The state benchmark is compared to the percent proficiency score for the lowest-performing 30 percent of students at each school to create the state-level gap score. The difference between these two measures (i.e., the state benchmark and the school's student performance) is the achievement gap used to identify Focus Schools. The percent proficiency score for the lowest performing 30 percent of students at each school is calculated using the most recent two years math and reading assessments. All non-proficient students are defined as low performing and the percent proficiency for the lowest performing 30 percent of students is calculated regardless of subgroup status.

- Schools with an all students percent proficiency score less than or equal to 70 percent will have a percent proficiency score of zero (0%) for their lowest performing students (see examples 1 thru 3 in the table below).
- Schools with an all students percent proficiency score greater than 70 percent will have percent proficiency scores for the lowest performing students that is greater than zero (see examples 4 thru 9 in the table below).
- Schools with an all-students percent proficiency score of 100 percent will also have a percent proficiency score of 100% for their lowest performing students (see example 9 in Table 8). For the step-by-step account of how to calculate the state-level gap analysis, see Appendix A.

Examples of State-Level Gap Calculations for Different All Students Percent Proficiency Scores.

Example	All Students Percent Proficiency for School	Number of Assessment Records (for reading and math for two most current years)	Percent Proficiency Score for Lowest Performing 30% Students	2011 State Benchmark	Gap Score
1	60%	400	0.00%	90.29%	90.29%
2	65%	400	0.00%	90.29%	90.29%
3	70%	400	0.00%	90.29%	90.29%
4	75%	400	16.67%	90.29%	73.62%
5	80%	400	33.33%	90.29%	56.95%
6	85%	400	50.00%	90.29%	40.29%
7	90%	400	66.67%	90.29%	23.62%
8	95%	400	83.33%	90.29%	6.95%
9	100%	400	100.00%	90.29%	0.00%

Table 8

Schools with the greatest state-level achievement gap will be designated as a Focus School. The total number of Focus Schools will equal at least 10 percent of the number of Title I schools in the state. Additionally, any Title I high school with a graduation rate less than 60 percent for 2-3 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 state-level gap calculations will be performed on all schools, regardless of Title I status.

Setting Achievable AMOs: Local-Level Gap Calculation

Schools designated as Focus Schools will be held accountable for their achievement gap by focusing attention on the performance difference between their highest and lowest performing students. To identify this local-level achievement gap, a second achievement gap calculation will be utilized. This second achievement gap calculation is performed much like the state-level gap calculation used to identify Focus Schools, but focuses solely on an achievement gap within the building.

Kansas math and reading assessments have five performance categories. The local-level gap analysis uses these five performance categories in place of the all students percent proficiency value used in the state-level gap analysis. Using these five performance categories provides a more nuanced analysis of performance and de-emphasizes the single non-proficient/proficient distinction.

The local-level gap calculation uses the Assessment Performance Index (API) as its basis. Each math and reading assessment taken over the last two years, based on the performance level achieved, is assigned its associated API value. The use of the past two years of assessment data was decided because it provides score stability (a building's gap 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.) The point values for all of the assessments are summated and divided by the total number of assessments. The resulting API is a numeric value which can be directly linked back to the performance categories. For example, an API of 780 suggests that the average performance level is at the *Exceeds Standard* category, because the score is greater than 750, but less than 1000. A score of 655 suggests that the average performance level is at the *Meets Standard* category, because the score is greater than 500 and less than 750.

The local-level gap score is the difference in API scores between the highest performing 30 percent of students and the lowest performing 30 percent of students. Both student groups (i.e., high and low performers) are represented by test records comprising the top and bottom achievement categories, respectively. API scores are calculated separately for the highest performing 30 percent of students and the lowest performing 30 percent of students. The API scores are then subtracted from each other to produce the local-level gap score. The resulting gap score represents the achievement difference between the top and bottom performing students within a school (see Appendix A for a summary of the local-level gap calculation).

Table 9 provides descriptive statistics on the retroactively calculated API scores used to determine the local-level gap.

Descriptive Statistics (Mean = *M*, Standard Deviation = *SD*) for API Scores Used to Calculate Retroactive Local-Level Gap Analyses								
	School Year							
	2007-2008		2008-2009		2009-2010		2010-2011	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
API for Highest Performing 30% of Students	944	71	951	67	955	64	958	61
API for Lowest Performing 30% of Students	332	135	354	131	364	124	375	121
Gap Score	612	88	597	88	591	84	583	85

Table 9

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. Of these schools, 54 are elementary and 12 are 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%.

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 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 issues. 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 Facilitator 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 builds 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 <u>building</u> level, the point of state intervention is at the <u>district</u> 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 10)

Figure 10

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 11) 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.
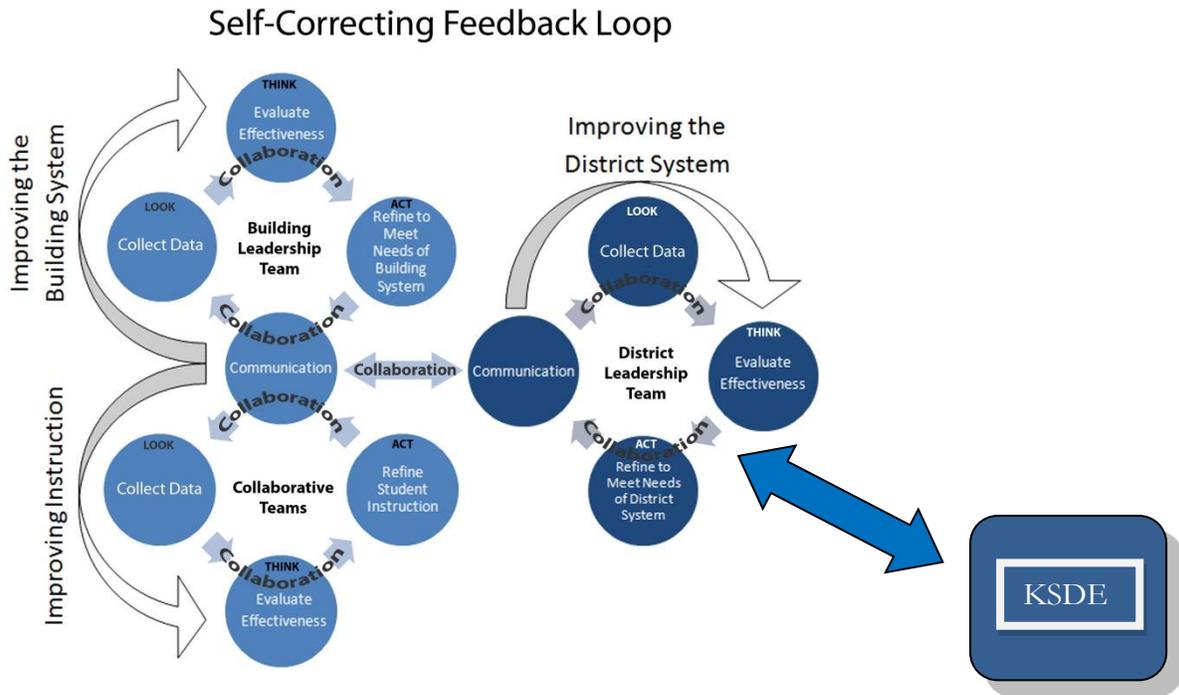
Figure 11

The communication 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 communication 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 issues identified in 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.

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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.

- Provide ongoing professional development 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.

- 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.

- 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.

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PROCESSES

The ESEA Flexibility Request requires districts with Focus Schools to identify the needs of the schools and their students and implement interventions at the start of the 2012-2013 school year. Districts with multiple priority and Focus Schools, however, may have a capacity issue. These districts will work with the Kansas State Department of Education staff to prioritize schools and the schedule of intervention implementation. During the first year, each district and school should begin the needs assessment process and the development of appropriate action plans.

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

Year 1 (2012-2013)Requirements:

District-level

Planning
- 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 Facilitator, the 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.

- 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.

- Use the DNA to prioritize needs to be addressed in the three-year District Action Plan. The IIT, including the KSDE appointed District Facilitator, 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.

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- 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.

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. They'll report progress and any modifications to the DAP 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:

  o Review the DAP to identify the specific interventions to be addressed at the Focus School.

  o 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), comprised of cross-departmental KSDE education consultant(s) to oversee the provision of state-level support to each district with one or more Focus Schools. KIIT assistance will include assigning a District Facilitator 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 may also assist in connecting districts with other technical assistance resources.

- Assign a District Facilitator to each district with a Focus School. One role of the KIIT is to ensure that a District Facilitator is assigned to support each district's IIT. The District Facilitator 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 Facilitator 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 (2013-2014) 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 ITT, 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.

- 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 Facilitator 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.

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Year 3 (2014-2015) 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.

- 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 ITT.

- 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 Facilitator 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 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 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 the Focus School list by narrowing the local-level achievement gap as follows:

Setting Achievable AMOs: Local-Level Gap Calculation

Buildings designated as Focus Schools will be held accountable for their achievement gap by attending to the performance difference between their highest and lowest performing students. To identify this local-level achievement gap, a gap calculation will be utilized that is performed much like the state-level gap calculation used to identify Focus Schools, but focuses solely on an achievement gap within the building.

Kansas math and reading assessments have five performance categories. The local-level gap analysis uses these five performance categories in place of the all students percent proficiency value used in the state-level gap analysis. Using these five performance categories provides a more nuanced analysis of performance and de-emphasizes the single non-proficient/proficient distinction.

The local-level gap calculation uses the Assessment Performance Index (API) as its basis. Each math and reading assessment taken over the last two years, based on the performance level achieved, is assigned its associated API value. The use of the past two years of assessment data was decided because it provides score stability (a building's gap 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.) The point values for all of the assessments are summated and divided by the total number of assessments. The resulting API is a numeric value which can be directly linked back to the performance categories. For example, an API of 780 suggests that the average performance level is at the *exceeds standard* category, because the score is greater than 750, but less than 1000. A score of 655 suggests that the average performance level is at the *meets standard* category, because the score is greater than 500 and less than 750.

The local-level gap score is the difference in API scores between the highest performing 30 percent of students and the lowest performing 30 percent of students. Both student groups (i.e., high and low performers) are represented by test records comprising the top and bottom achievement categories, respectively. API scores are calculated separately for the highest performing 30 percent of students and the lowest performing 30 percent of students. The API scores are then subtracted from each other to produce the local-level gap score. The resulting gap score represents the achievement difference between the top and bottom performing students within a building (see

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Appendix A for a field summary of the local-level gap calculation).

Exiting Focus School Status

The primary metric used to monitor gap reduction uses the local-level gap calculation. A building must decrease in annual equal increments half the gap distance between the lowest performing 30 percent of students and the highest performing 30 percent of students by the 2016-2017 school year. To be removed from the Focus School list, a school must maintain progress toward this 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 above proficiency. As a caveat to reducing the achievement gap in half, any focus building with an API score equal to or greater than 500 --for two consecutive years-- for its lowest performing 30 percent of students, will be removed from the Focus School list. 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.

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. (Figure 5)

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 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 three annual measurable objectives as measured in achievement gain, growth, and gap. 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 the 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 Facilitator (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 plan for improvement. The district plan will detail what the district will do to support the not making progress school(s) to improve and how progress will be measured and monitored in each school. The district should consider redirecting state and/or federal resources to fund actions included in the plan.

- 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 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 Kanas, 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). Members of these teams form the Kansas Integrated Innovation Team (KIIT) who oversee the support to districts.

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.

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 For **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 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 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 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.

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.

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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	Option B
☒ 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).	☐ 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.

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."[22] 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, components of practice and develop a survey instrument to collect performance feedback from parents, students and other stakeholders in each school community. 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 impacting

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[22] http://www.ksde.org/LinkClick.aspx?fileticket=lJoYcqhmVnQ%3d&tabid=4400&mid=11646

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 72-9003[23] and 72-9004[24]. 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.abspx?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 for adoption in June, 2012. 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;
- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development;
- Will be used to inform personnel decisions.

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[23]http://www.kslegislature.org/li/b2011_12/statute/072_000_0000_chapter/072_090_0000_article/072_090_0003_section/072_090_0003_k/

[24]http://www.kslegislature.org/li/b2011_12/statute/072_000_0000_chapter/072_090_0000_article/072_090_0004_section/072_090_0004_k/

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. 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), 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 both observation and perceptions. 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 experiences. Goals that will be addressed in the 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.

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	Funding Staff time (KSDE) Stakeholder availability
Instrument Revisions	2012-2013	Participating districts, ETS, KSDE staff	Revisions to the second edition of KEEP	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

Table 10

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 completed and presented to the Kansas State Board of Education in June.

As the KSDE develops and defines the guidelines for teacher and principal evaluation systems, it will also design the process and mechanisms for reviewing evaluation systems that are not using the KEEP. Teachers or their representatives and principals will be involved in the development of those processes.

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.

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, January18 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	
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	Approved going forward with waiver request; Option C for AMOs.
10/17/2011	IDL with Service Centers	Service center directors and members (educators)	Commissioner	Oakley, Smoky Hill, Clearwater, Greeenbush, 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	

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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 Learnning	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 Adminstrators	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	KSBE 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 Protocal (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	

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10/21/2011, 12/9/2011 1/13/2012	Special Education Adminstrator 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	

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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

Updated February 10, 2012

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: 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 terryf@essdack.org	Public Charter Schools*	7	June 2014 (1st term)
Janice Frahm	1553 County Road T Colby, KS 67701 785-462-7388 cell: jfrahm@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: 5 lesli@familiestogetherinc.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 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 lkatzifnlsc@olatheschools.org	Homeless Children	3	June 2014 (1st term)
Katherine Kersenbrock-Ostmeyer (Past chair)	NKESC 703 West Second Oakley, KS 67748 785-672-3125 cell: 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: 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

Updated February 10, 2012

		Parent of a child or person with a disability *	9	June 2012 (1st term)
	cell:			
Dr. Ann Matthews *(Chair)*	USD 437 Auburn-Washburn 5928 SW 53rd Topeka, KS 66610-9451 W 785-339-4000 cell: matthann@usd437.net	Administrator of Exceptional Programs	4	June 2014 (2st term)
Matthew Ramsey	Benedictine College 1020 N 2nd Street Atchison KS 66002 913-360-7387 mramsey@benedictine.edu	Related Services	1	June 2013 (1st term)
Dr. Joan Robbins	USD 232 De Soto Director of Special Services 35200 W. 91st Street De Soto, KS 66018 W 913-667-6208 H 913-226-1493 jrobbins@usd232.org	LEA Official *	3	June 2014 (1st term)
Anne Roberts	KVC Behavioral Healthcare Inc. 21350 W 153rd St Olathe, KS 66061 913-322-4900 x 4902 cell: aroberts@kvc.org	Foster Care Agency	3	June 2014 (2nd term)
	m	Parent of a Child - with Giftedness *	2	June 2014 (2nd term)
Dr. Sean Smith	University of Kansas 1122 W Campus Road JRP 538 Lawrence, KS 66045 785-331-2974 cell: seanj@ku.edu	IHE Special Education *	4	June 2012 (2nd term)
		Parent of a child or person with a disability *	6	June 2014 (2nd term)
Bryan Wilson	USD 259 Wichita 201 N. Water Wichita KS 67202 316-973-4460 cell: bwilson@usd259.net	Local Education Official	8	June 2013 (1st term)
Deb Young	PRTF Program Director, Southeast KS Education Service Center 947 W HWY 47 Girard, KS 66062 913-780-7678 deb.young@greenbush.org	Other state agencies involved in the financing or delivery of related services to exceptional children	9	June 2014 (1st 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

Updated February 10, 2012

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 <u>Yes!</u>

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, 2010CALL 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 Mathematica 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.

Kansas Common Core Standards Transition Timeline

2010-2011 School Year	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year

Phase 1 – Completed (2010-2011 / 2011-2012)

Standards
- Maintain 2003 Flipcharts and 2010 Standards on KSDE website
- Solicit input/feedback from field regarding need for:
  - Crosswalk documents
  - Bridging documents

2011 Assessments
- No changes

2012 Assessments

Summative
- Drop one 8th grade math indicator that does not align with CCS
- Pilot limited number of math items targeting the common core (CC)
- Add a reporting piece to the building report on a subset of the CC pilot items for math

Formative
- Add math items targeting the CC
- Add reading passages (CC text types) and items targeting the common core
- Kansas Writing Instruction and Evaluation Tool (KWIET) available

Interim
- Math interim assessments for grades 3–HS (aligned with 2003 standards)
- Reading interim assessments for 3-5 (aligned with 2003 standards)

Other
- Provide feedback on SBAC ELA and Mathematics content specifications

Professional Development
- Feedback from field on PD needs
- Focus on CCS Awareness: summer academies, Live Meetings, SEC Tool, etc.

Phase 2 (2012-2013)

Standards
- Maintain 2003 Flipcharts and 2010 Standards on KSDE website/USMRS
- Develop transitioning to common core support document

2013 Assessments

Summative
- Continue to pilot math items targeting the CC

Formative
- Add math items targeting the CC
- Add reading passages (CC text types) and items targeting the CC
- Use KWIET for constructed-response items

Interim
- Math interim assessments available for grades 3-HS (aligned to 2003 standards)
- Reading interim assessments available for grades 3-8 (aligned to 2003 standards)

Professional Development
- New CC web page
- Solicit input and feedback from field on PD needs
- Focus on CCS alignment:
  - Conferences
  - Workshops
  - Summer Academies
- Continue Awareness Focus
  - Trainer of Trainers
  - Live Meetings

Phase 3 (2013-2014)

Standards
- Maintain 2003 Flipcharts and 2010 Standards on KSDE website/USMRS
- Lesson alignment with Common Core Standards

2014 Assessments

Summative - Possible scenarios
1. Assessment Waiver
2. Continue current assessments
3. All schools pilot new assessments
4. Some schools pilot new assessments, others continue current assessments

Formative
- Add math items targeting the Common Core
- Add reading passages (CC text types) and items targeting the Common Core
- Use KWIET for constructed-response items

Interim
- Math interim assessments Available for grades 3-HS (aligned to 2003 standards)
- Reading interim assessments available for grades 3-8 (aligned to 2003 standards)

Professional Development
- Solicit input and feedback from field on PD needs
- Focus on developing additional resources for gaps in CCS alignment

Phase 4 (2014-2015)

Standards
- Maintain 2010 Standards on KSDE website/USMRS
- Continue alignment of lessons to common core

2015 Assessments

Summative
- Fully operational new assessment

Formative
- Add math items targeting the CC
- Add reading passages (CC text types) and items targeting the CC
- Use KWIET for constructed-response items

Professional Development
- Solicit input and feedback from field on on-going CCS PD needs
- Continue TOT model
- Continue Summer Academies
- Continue Live Meetings

Details included will be re-evaluated and refined based upon on-going input from the field and other developments.

TRANSITIONING TO THE COMMON CORE STANDARDS

JANUARY 2010

- ELA Executive Committee meeting
- Kansas feedback on initial draft of CCS submitted

FEBRUARY 2010

- ELA Executive Committee meetings
- Kansas feedback on second draft of CCS submitted
- Presentation to KATE Executive Board

MARCH 2010

- ELA Executive Committee meetings

APRIL 2010

- Kansas feedback on third draft of CCS submitted
- ASES Common Core meeting in Washington DC
- Presentation to KRPHE
- Presentation to KBOE
- KAAC meeting-update to committee
- Webinar with Fordham Institute
- ELA Executive Committee meeting

MAY 2010

- Meeting with KBOR representatives

Date: October 19, 2011 Version 1.13

1

Please check the MODIFIED DATE

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,
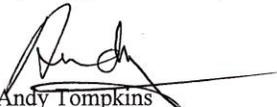
Andy Tompkins
President and CEO

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: *[signature]*	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

Updated February 10, 2012

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

Dine m. Deback   _4/14/10_
Chief State School Officer Signature   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

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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.

Updated February 10, 2012

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

Updated February 10, 2012

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 the Multiple Measures Index which is a combination of achievement (highest-performing) and growth (high-progress school). 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. Of these schools, 23 are elementary, 8 are middle schools, 1 is a high school and 1 is a combination middle school/ high school. 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 two Tier II School Improvement Grant (SIG) schools on the preliminary list as they are also in the lowest 5%

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. Of these schools, 54 are elementary and 12 are 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%.

Updated February 10, 2012

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.

Updated February 10, 2012

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. No guidelines have been adopted yet. The guidelines will be presented to the Kansas State Board of Education in June, 2012.**

Appendix A

The following items are provided in support of Principle 2 Differentiated Recognition, Accountability, and Support:

Kansas Method for Identifying Focus Schools: *State-Level Gap Analysis*

Kansas Method of Determining *Local-Level Gap Analysis*

Principle 2: List of Terms

Kansas Multi-Tier System of Supports Innovation Configuration Matrix

Technical Assistance System Network

<u>Kansas Method for Identifying Focus Schools:</u>
<u>State-Level Gap Analysis</u>

Kansas Method for Identifying Focus (10%) Schools
State-Level Gap Analysis

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 state-level gap analysis will be used to identify focus schools (i.e., Title I buildings with the greatest achievement gap). A local-level gap analysis will establish goals for closing the achievement gap.

The number of focus schools identified must equal or exceed 10% of Title I schools.

Goals

In designing the state-level gap calculation, the Kansas Department of Education had several goals in mind:

- Identify Title I schools with largest achievement gaps.
- Eliminate double counting students across subgroups.
- Prevent subgroup stigmatization resulting from gap analyses calculated at the subgroup level.
- Allow gap calculations at small schools.

Definition of the State-Level Gap Score

A state-level gap score indexes the performance of the top 30% of buildings in Kansas relative to the lowest-performing 30% of students in each building. A state-level gap score provides information on how well a building is performing relative to the top performing buildings in Kansas.

State Benchmarks

A state benchmark is calculated to index the achievement of the top performing 30% of buildings in Kansas. The state benchmark is equal to the building's percent proficiency score that is located at the 70th percentile across the state. State benchmarks are calculated using math and reading data from the four years previous to the current year.

Percent Proficiency for a Building's
Lowest Performing 30% of Students

The score compared to the state benchmark is the percent proficiency of the lowest performing 30% of students within a building. The two most recent years of math and reading assessments are used for this calculation.

Focus Schools

Title I buildings with the greater achievement gap between the state benchmark and 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 60%.

State-Level Gap Score

The state-level gap score is the difference between the state benchmark and a building's percent proficiency 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.

Gap Score Interpretation

Gap scores use *percent proficient* units.

- A gap score of 60% means that a building must improve the percent proficiency of its lowest performing 30% of students by 60% to completely close the state-level achievement gap.

- A gap score exceeding 100% means that a building's lowest 30% of students is zero percent proficient and that additional low performing students (beyond the lowest 30%) exist in the building.

- A negative gap score means that a building has closed its achievement gap, and in fact, its lowest performing 30% of students are at a higher percent proficiency than the state benchmark.

Visual Display of State-Level Achievement Gap

State-Level Gap Analysis
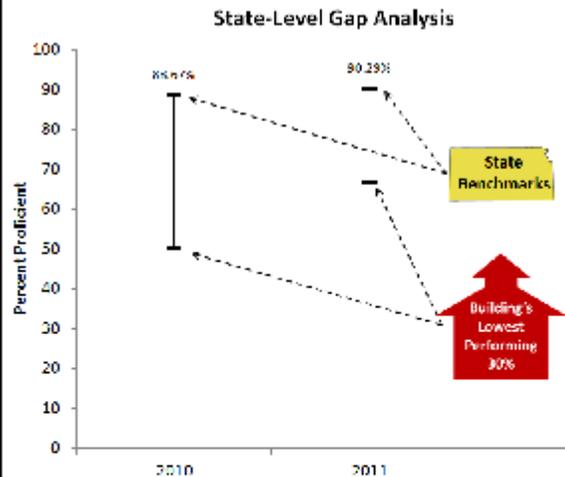
More Information

E-mail: waiver@ksde.org

Last Updated: February 16, 2012

Calculating a Building's
State-Level Gap Score

Kansas
state department of
Education

GENERAL INFORMATION

A state-level gap score indexes the performance of the top 30% of buildings in Kansas relative to the lowest-performing 30% of students in each building. State-level gap scores are used to determine focus school status for Title I schools. For non-Title I schools, a state-level gap score provides information on how well a building is performing relative to the top performing buildings in Kansas. For more information see: *Kansas Method for Identifying Focus (10%) Schools: State-Level Gap Analysis.*

State Benchmarks

A state benchmark is calculated to index the achievement of the top performing 30% of buildings in Kansas. State benchmarks are calculated using math and reading data from the four years previous to the current year. For example, the 2011 state benchmark is based on scores from the following school years: 2006-07, 2007-08, 2008-09, and 2009-10.

Each building with enough assessments (i.e., 30 or more assessments each for math and reading) for all years used in the benchmark calculation, are included in the calculation. The 2011 state benchmark is based on 1,073 schools.

A percent proficiency score is calculated for each building eligible to contribute to the state bench. This is done by aggregating assessments across all four years for math and reading. The resulting percent proficiency score for each building is rank ordered and the percent proficiency of the building at the 70% percentile is established as the state benchmark.

**Percent Proficiency for a Building's
Lowest Performing 30% of Students**

The score compared to the state benchmark is the percent proficiency of the lowest performing 30% of students within a building. To calculate this building score, the two most recent years of math and reading assessments are aggregated together. For example, to determine a building's lowest performing 30% of students in 2011, assessments from both 2009-2010 and 2010-2011 would be used.

Building's Lowest Performing 30% of Students

Start with a building's math and reading assessments for the two most recent years.

Step 1: Sort the assessments by proficient and non-proficient.

	2009-2010		2010-2011	
	Non-Proficient	Proficient	Non-Proficient	Proficient
Math	20	105	15	110
Reading	15	110	10	115

Step 2: Summate performance across years and subjects.

	Total Non Proficient	Total Proficient	Total
Math	35	215	250
Reading	25	225	250
Total	60	440	500

Step 3: Determine number of students comprising lowest-performing 30% of students.

$$Total\ \#\ of\ Assessments \times 30\%$$

$$(500 \times .3) = 150$$

Step 4: Calculate percent proficiency for lowest-performing 30%.

$$\frac{\#\ in\ Lowest\ 30\% - \#\ of\ non\ proficient\ assessments}{\#\ in\ Lowest\ 30\%}$$

$$\frac{150 - 60}{150} = .60$$

The lowest-performing 30% of students is 60% proficient.

Gap Score

Subtract state benchmark from the building's percent proficiency score of the lowest-performing 30% of students.

$$State\ Benchmark - Building's\ Lowest\ Performing\ 30\%$$

$$90.29\% - 60\% = 30.29\%$$

Last Updated: February 16, 2012

Updated February 10, 2012

Calculating a Building's
State-Level Gap Score
Extra Examples

Example: Gap Score for Building with Percent Proficiency below 70%

Start with a building's math and reading assessments for the two most recent years.

Step 1: Sort the assessments by proficient and non-proficient.

	2009-2010		2010-2011	
	Non-Proficient	Proficient	Non-Proficient	Proficient
Math	291	296	264	300
Reading	245	345	209	356

Step 2: Summate performance across years and subjects.

	Total Non Proficient	Total Proficient	Total
Math	555	596	1151
Reading	454	701	1155
Total	1009	1297	2306

Step 3: Determine number of students comprising lowest-performing 30% of students. Round up if needed.

$$Total\ \#\ of\ Assessments \times 30\%$$

$$(2306 \times .3) = 692$$

Step 4: Calculate percent proficiency for lowest-performing 30%.

$$\frac{\#\ in\ Lowest\ 30\% - \#\ of\ non\ proficient\ assessments}{\#\ in\ Lowest\ 30\%}$$

$$\frac{692 - 1009}{692} = -.4581$$

The lowest-performing 30% of students is 0% proficient.

Gap Score

Subtract state benchmark from the building's percent proficiency score of the lowest-performing 30% of students.

$$State\ Benchmark - Building's\ Lowest\ Performing\ 30\%$$

$$90.29\% - (-45.81\%) = 136.1\%$$

Example: Gap Score for Building with High Percent Proficiency

Start with a building's math and reading assessments for the two most recent years.

Step 1: Sort the assessments by proficient and non-proficient.

	2009-2010		2010-2011	
	Non-Proficient	Proficient	Non-Proficient	Proficient
Math	0	109	0	106
Reading	3	109	2	106

Step 2: Summate performance across years and subjects.

	Total Non Proficient	Total Proficient	Total
Math	0	215	215
Reading	5	215	220
Total	5	430	435

Step 3: Determine number of students comprising lowest-performing 30% of students. Round up if needed.

$$Total\ \#\ of\ Assessments \times 30\%$$

$$(435 \times .3) = 131$$

Step 4: Calculate percent proficiency for lowest-performing 30%.

$$\frac{\#\ in\ Lowest\ 30\% - \#\ of\ non\ proficient\ assessments}{\#\ in\ Lowest\ 30\%}$$

$$\frac{131 - 5}{131} = .9618$$

The lowest-performing 30% of students is 96.18% proficient.

Gap Score

Subtract state benchmark from the building's percent proficiency score of the lowest-performing 30% of students. *Negative gap values suggest a building's lowest 30% of students are performing above the state benchmark.*

$$State\ Benchmark - Building's\ Lowest\ Performing\ 30\%$$

$$90.29\% - 96.18\% = -5.89\%$$

Last Updated: February 16, 2012

Updated February 10, 2012

Kansas Method of Determining *Local-Level Gap Analysis*

Kansas Method of Determining
Local-Level Gap Analysis

General Information

Once a focus school has been identified using a state-level gap analysis, a second local-level gap calculation will establish the achievement gap for each focus school and determine annual measureable objectives.

Goals

In designing the state-level gap calculation, the Kansas Department of Education had several goals in mind:

- Provide an achievable index for gap reduction.
- Eliminate double counting students across subgroups.
- Prevent subgroup stigmatization resulting from gap analyses calculated at the subgroup level.
- Allow gap calculations at small schools.
- Emphasize all performance gains, not just those above and below proficiency, by using Kansas's full range of performance categories.
- Provide a gap index that is specific to each school.

Definition of the Local-Level Gap Analysis

The local-level gap analysis emphasizes a building's achievement gap by comparing its highest performing 30% of students to its lowest performing 30% of students. The difference in Assessment Performance Index (API) scores between high and low performing students is the local-level achievement gap.

Calculating Assessment Performance Index (API)

Kansas has five performance categories. The five categories in ascending order are: *academic warning, approaching standard, meets standard, exceeds standard,* and *exemplary*. The Assessment Performance Index (API) assigns each performance category a point value (see table below for the values). 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).

| 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 ÷ 66 = 655.3			

Calculating API Scores For Comparison Groups

A building's highest performing students equals 30% of a building's top performance scores. A building's lowest performing students equals 30% of a building's lowest performance scores. The total number of performance scores for a building is equal to the number of math and reading assessments given during the two most recent years.

Gap Calculation

Gap Index: The difference in Assessment Performance Index (API) scores between the highest performing 30% of students within a building and the lowest performing 30% of students within the same building.

Visual Display of Local-Level Achievement Gap
Local-Level Gap Analysis
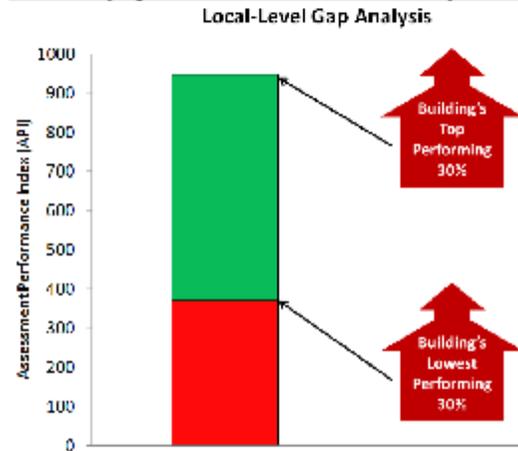
Annual Measureable Objective for Gap Analyses

Annual Measureable Objective:
- Reduce building's achievement gap in half in six years.
- Or, raise API score for lowest performing 30% of students to 500. An API score of 500 means that students are performing, on average, at *meets standard.*

Last Updated: February 16, 2012

Updated February 10, 2012

Calculating a Building's
Local-Level Gap Score

GENERAL INFORMATION

A local-level gap score indexes the performance difference between a building's highest performing 30% of students and its lowest performing 30% of students.

This gap calculation determines a building's Annual Measurable Objective (AMO) for gap. For more information see: *Kansas Method of Determining Local-Level Gap Analysis.*

Building's Assessment Data

Performance Category	2009-2010 Math	2009-2010 Reading	2010-2011 Math	2010-2011 Reading	Total
Exemplary	21	25	20	26	92
Exceeds Standard	26	38	29	35	128
Meets Standard	58	47	61	54	220
Approaching Standard	12	11	13	7	43
Academic Warning	8	4	2	3	17
Totals	125	125	125	125	500

Assessment Performance Index (API)

To calculate a local-level gap score, the two most recent years of math and reading assessments are aggregated together. For 2011, assessments from both 2009-2010 and 2010-2011 school years are used.

An API assigns a different point value to each of the five performance levels.

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 ÷ 500 = 617.5			

Calculating a Local-Level Gap Score

Step 1: Determine number of students comprising highest-performing 30% of students.

$$Total\ \#\ of\ Assessments \times 30\%$$

$$(500 \times .3) = 150$$

Step 2: Construct a new API table using assessment scores starting from the highest performance categories and work downward. The number of assessments should equal 30% of the total number of assessments.

Building's API for <u>Highest</u> Performing 30% of Students			
Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1000	92	92,000
Exceeds Standard	750	58	43,500
Meets Standard	500	-	-
Approaching Standard	250	-	-
Academic Warning	0	-	-
Totals		150	135,500
Assessment Performance Index (API) = 135,500 ÷ 150 = 903.3			

Step 3: Determine number of students comprising lowest-performing 30% of students.

$$Total\ \#\ of\ Assessments \times 30\%$$

$$(500 \times .3) = 150$$

Step 4: 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 <u>Lowest</u> 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 ÷ 150 = 371.7			

Step 5: Subtract Lowest-Performing 30% API from Highest-Performing 30% API.

$$Highest\ 30\%\ API - Lowest\ 30\%\ API$$

$$903.3 - 371.7 = 531.6\ API\ Points$$

Visual Display of Local-Level Gap

Local-Level Gap Analysis
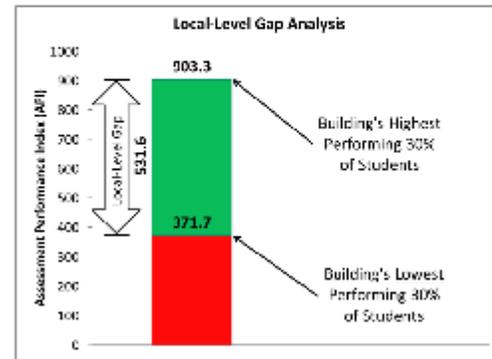
Last Updated: February 16, 2012

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 Facilitator – 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 Facilitator, District Leadership, School Leadership, and an equal number of family/community members

Improvement 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 Technical Assistance 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.

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Kansas Multi-Tier System of Supports (MTSS)
Innovation Configuration Matrix (ICM)

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Kansas Multi-Tier System of Supports

Innovation Configuration Matrix (ICM)

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Kansas Multi-Tier System of Supports
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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
L1.1	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.
L1.2	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.	There are no identified leadership teams attending to academics and/or behavior.
L1.3	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
LE4	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.
LE5	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).
LE6	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	In Progress	Not Implementing
IE7	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	In Progress	Not Implementing
IE8	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.
IE9	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving for improved 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.
IE10	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 six areas 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	Not Implementing
A5	Universal screening of academic skills occurs at least 3 times per year.		Universal screening of academic skills occurs less than 3 times per year.
A6	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavior/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.	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.
A7	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.	The staff individually determines when diagnostic assessments are given.
A8	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.	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
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

(marked A9)

Curriculum

Component 1: Curriculum is Evidence Based

Implementing	In Progress	Not Implementing
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.	Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.

(marked C)

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Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level

	Implementing	In Progress	Not Implementing
	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 are not available to address essential academic components.
	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.
	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.	Academic curricular materials address only some essential components.
	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.	There is a code of conduct for the building/site.	There is formal curriculum/system for teaching the essential components of academics across some tiers and the behavioral expectations through correction of problem behaviors.
		There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.	
		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
3C	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.
3D	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		Not Implementing
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		Not Implementing
I	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
I3	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.
I4	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
I5	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	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.	There is no common understanding of the roles and responsibilities of teams reviewing data. The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.

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	Implementing	In Progress		Not Implementing
DBDM3	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.
DBDM4	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
DBDM5	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.
DBDM6	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
DBDM7	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
DBDM8	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.
DBDM9	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
DBDM10 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
DBDM11 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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Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System

	Implementing	In Progress	Not Implementing
IS1	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.
IS2	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.
IS3	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
IS4	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.	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
IS5	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.
IS6	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.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

	Implementing	In Progress	Not Implementing
157	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.	There is no monitoring of the implementation of MTSS.

Component 3: Leadership Provide Staff Ongoing Support

	Implementing	In Progress	Not Implementing
158	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 activities are not tied to a multi-tier system.
159	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.

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Technical Assistance System Network
(TASN)

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Technical Assistance System Network (TASN)

Provider Team	Primary Contact Information	Sponsoring Agency
Families Together	lesli@familiestogethinc.org http://www.familiestogetherinc.org/	Families Together, Inc. (PTI)
General Supervision Timely & Accurate Data (GSTAD)	tberrens@keystonelearning.org http://www.misdata.org/	Keystone Learning Services (Northeast KS Education Service Center)
Infinitec	pchilds@uspnet.org http://www.mvinfinitec.org/	United Cerebral Palsy of Greater Chicago
InfiniTEXT	sclements@ucpnet.org http://www.mvinfinitec.org/1695101210122013370site/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@kssb.net http://www.kirc.org/	Kansas State School for the Blind

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Technical Assistance System Network (TASN)

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Program	Contact	Organization
Kansas Instructional Support Network, Scaling Up Supports for Autism (KISN)	lstickle@kumc.edu http://kansasasd.com/	Keystone Learning Services (Northeast KS Education Service Center)
Kansas Parent Information Resource Center	jgroff@kpirc.org http://www.kpirc.org/	Kansas Parent Information Resource Center
Kansas State Personnel Development Grant	khaag@ksde.org http://spdgkansas.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.lsi.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@totelcsi.com	Greenbush (Southeast KS Ed Service Center)

Technical Assistance System Network (TASN)

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Southwest Behavior Support Network	sharris@pld.com	High Plains Education Cooperative partners with Southwest Kansas Area Co-op in Ensign, Garden City school district, and Liberal school district