

I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and

students in poverty (see Summary Table for (A)(1)(iii), below).

- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

(Enter text here.)

(A)(1)(i). State's Education Reform Agenda. Two boards oversee education in Kansas: the Kansas State Board of Education (KSBE) and the Kansas Board of Regents (KBOR). KSBE’s primary functions are to accredit approximately 1600 schools in 293 public, 20 private, and 8 state PK-12 school districts (enrolling 465,000 students); license PK-12 educators; fund PK-12 schools; and provide leadership for the improvement of public education. KBOR administers postsecondary education in the state, governing six state universities and supervising 19 community colleges, six technical colleges, and a municipal university. KSBE and KBOR are partners in the development of the state’s preschool through college and/or work data system. The P-20 Council, convened by the Governor, functions to identify and recommend policies to KBOR and KSBE that ensure the smooth transition of students from high school to postsecondary education.

As Kansas looks at redesigning schools, providing visionary educational leaders and effective educators, integrating academic and career/technical education standards, and continuing to improve teaching and learning opportunities from Pre-K through 20, the KSBE has embarked on an unprecedented set of initiatives to engage stakeholders at all levels—students, parents, community, educators, business and industry, and government—in efforts to create innovative opportunities for Kansas students. The KSBE has identified goals for education in Kansas which incorporate 21st Century teaching and learning, an effective educator in every classroom, and an effective leader in every school.

The state reform vision for Kansas centers on three sets of high-quality standards. The Kansas State Department of Education

(KSDE) has developed academic standards and assesses student performance in mathematics, reading, social studies, science, writing, and English for speakers of other languages. These standards are based on national standards setting efforts of major professional organizations and will be enhanced by the State's current participation in efforts to adopt high quality, internationally benchmarked common core standards. The focus on 21st century skills has produced a set of 21st century learner profiles that seek to integrate skills such as critical thinking, problem solving and communication throughout all core academic subjects. The third standards prong—which specifically address workforce development, career/education preparation, and student acquisition of 21st century skills—are the Career and Technical Education Standards. The KSDE has developed a charter for the Kansas Standards Integration Project (KSIP) and began work on its Unified Standards Management and Reporting System (USMRS). A team with members from the Career, Standards and Assessment Services team and Information Technology is already at work on this important effort. Thus, important initial planning and development of the infrastructure demanded by the state plan for integrated and common core standards has been completed.

The state reform plan includes a process for developing a unified standards database that dynamically connects common core academic standards, career and technical education clusters, and 21st century learner profiles. Simultaneously, the KSDE plans to develop a cohesive assessment program intended to reduce the "footprint" of assessments on students and instructional time by creating a flexible system that continually improves and adapts rather than reinvents itself every few years. It is designed to provide data that is integrated with multiple areas of accountability, including career and technical education, 21st century skills, academic standards, special education, and English Language Learners. The KSDE vision for a balanced and coherent system of standards and assessments includes enhanced formative and interim assessment tools, blended career and academic assessments, student-specific reporting applications, use of data for instructional decision making, linked instructional resources, and professional development.

A second tier of the state reform plan focuses on the goal of providing a highly-effective teacher in every classroom and a highly-effective principal in every school. Kansas has a long history of support for ensuring great teachers and leaders. It was one of the first states to adopt official standards for professional development, one of the first states to require districts to develop results-based

professional development plans, and was one of the first states to shift from "seat time" to professional development that leads to improved instructional practice and student learning.

KSDE formed two separate Commissions: The Teaching in Kansas Commission and the Kansas Educational Leadership Commission to further systemic reforms to meet this goal. The Teaching in Kansas Commission was formed to study and make recommendations on the teacher shortage, including the preparation, recruitment, retention, and licensure of Kansas teachers. A group of over 200 stakeholders, including policymakers, met over a one year period. Five subcommittees were formed—teacher preparation, salary/benefits, working conditions, regulation, and image and promotion—to make recommendations to the KSBE. Thirty-eight tiered findings were accepted by the State Board to address the critical need to develop, retain, and support Kansas teachers. The first TKC recommendation for Teacher Leadership has been accomplished, which makes Kansas one of the first states to add a professional standard addressing teacher leadership to its Kansas Professional Education Standards. Completing the work and bringing it to scale will depend largely on state funding issues and the availability of federal funding.

The Kansas Educational Leadership Commission (KELC) was formed to study and make recommendations about the critical role leadership plays in the success of student learning and achievement. The Commission made 12 strategic recommendations to the Kansas State Board of Education related to leadership in Kansas Schools structured around areas of Teacher Leadership, Preparation Programs, Leader Evaluation, Professional Development, Administrator Induction, and Conditions of Work. Through KELC, the state is currently leading initial conversations with selected LEAs to examine instruments that are being used to evaluate teachers and principals. Kansas is currently, and has been for the past eight years, an Educational Testing Service state using the School Leadership Licensure Assessment (SLLA) to license building principals as well as a district leadership assessment.

A third tier of the state systemic reform efforts includes its extensive efforts to develop a statewide system of proactive supports—the Kansas System of District and School Support Framework—for the continuous improvement of schools. The framework is based on research and best practice and develops transparent policy and agency procedures that can be used to drive improvement across the state. It provides strategies that leverage resources and consequences to allow districts to act independently to make improvement

prior to state intervention to restructure. KSDE has partnered with Educational Service Centers across Kansas to deliver the support to schools and districts before they are placed on improvement. The KSDE has also developed and implemented a Multi-Tier System of Supports (MTSS), which provides an integrated systemic approach to meeting the needs of all students and using resources in the most effective and efficient way—facilitating each child’s success. MTSS is a continuum of increasingly intense, research-based interventions provided to students that help them learn by responding to their academic and/or behavioral needs. The outcome is to ensure that each Kansas student achieves to high standards. In a focused effort to providing support for high-poverty and low-achieving LEAs and schools, the KSDE developed the Kansas Learning Network (KLN), a consortium of schools on improvement, corrective action or restructuring. These districts contain the largest percentages of students in the state that experienced an achievement gap – high poverty, racial/and ethnic minority, and English Language Learner (ELL) students. KLN provides support that focuses on structural reform in districts. The network provides each district with a district appraisal that focuses on curriculum and assessment, instruction and professional development, leadership, and culture and human capital. Each district is provided a thorough report, a district facilitator (or critical friend) and focused technical assistance based on the appraisal.

The fourth tier of the state's systemic reform plan is continuous development of a system that produces high quality data. The vision of the two state education agencies—the KSBE and the KBOR—is to create a unified P-20 system with linkages to workforce data and other data systems that can be accessed by multiple audiences and can inform policy and practice. Although the system supports education accountability and state and federal reporting, meeting accountability requirements is only one of many functions of the system. Longitudinal data will assist with such things as identifying early childhood programs that are associated with strong school readiness outcomes, assessing student progress and learning needs, identifying factors that correlate with persistence in school, improving instruction, determining priorities for allocating resources, identifying effective teacher preparation programs, identifying effective teachers and leaders, identifying factors that best prepare students for entry into postsecondary education and the workforce, and identifying factors related to success in higher education. The existing K-12 data warehouse, student operational data store, P20 data mart, KAN-DIS discipline data collection system, postsecondary data system, teacher resource libraries, and Educator Data

System are in the process of being continually improved and enhanced to help accomplish the vision to expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies; to ensure that data can be accessed, analyzed, used, and communicated to all stakeholders to promote continuous improvement; and to build the capacity of all stakeholders to use longitudinal data for effective decision making.

The four-tiered Kansas State Reform plan builds an infrastructure that capitalizes on technology and human systems of support to present a coherent, comprehensive plan that will enable all students to be proficient in reading and mathematics by 2014, increases high school graduation rates, and increases college enrollment and early success in college. The plan, as well as the KSDE organizational structure, is aligned with the four RTTT goals to (1) adopt a common core of high-quality standards and assessments, (2) develop data systems to support instruction, (3) provide great teachers and leaders, and (4) turnaround the lowest-achieving schools. The following provides a summary, by RTTT goal, of the benefits a successful RTTT grant application would provide Kansas educators, students, and many stakeholders.

I. Adopt a Common Core of High-Quality Standards and Assessments

The State Plan and participation in RTTT will allow Kansas to:

- Continue its participation in the work of 49 states and territories under its signed MOA to develop a common core set of standards.
- Gain support and approval of stakeholders in the developed common core standards and career-readiness standards by the August 1, 2010 deadline.
- Provide support to LEAs in the implementation of the standards statewide through a variety of strategies that include meetings and professional development opportunities.
- Participate in a consortium of states to develop and implement common, high quality assessments.
- Create instructional reports and other database resources to link formative, summative and benchmark assessments with classroom instruction.
- Reduce the “footprint” of the assessments on students to increase instructional time.
- Create a flexible system that enables the KSDE to reformat rather than reinvent new assessments every few years.

- Create opportunities to use additional innovative assessment models, such as growth models, computer adaptive assessments, and performance items.
- Integrate with other areas of accountability, including career and technical education, teacher education, English Language Learners and special education.
- Align K-12 and higher education standards and assessment by using results of a gap analysis that identifies proficiency at K-12 and college readiness at postsecondary levels.
- Continue its participation in the American Diploma Project Network to:
 - Align high school standards with the demands of postsecondary education and the workplace
 - Require students to complete a college- and career-ready curriculum to earn a high school diploma
 - Build college- and career-ready measures into statewide high school assessment systems
 - Hold high schools and postsecondary institutions accountable for student preparation and success
- Develop systems for delivery of dynamic student data and targeted instructional resources to Kansas educators (i.e., creation of a database that links all academic standards to the Career and Technical Education clusters, the 21st Century Learner Profiles; and linking the standards databases to student achievement data, instructional resources and student demographics.
- Add additional informational databases, such as ACT scores, Early Childhood Standards, and IEP data.
- Develop formats for data reporting and information processing to meet the needs of various levels of educators from superintendents to classroom teachers
- Develop professional development modules to support the data and assessment tools.

II. Develop Data Systems to Support Instruction

The State Plan and participation in RTTT will allow Kansas to:

- Fully implement a statewide longitudinal data system, including an expedited connection between the teacher identifier system, the student identifier system, and various student databases, the further development of student-level transcript information on courses completed and grades earned; and student-level college readiness test scores.

- Use K-12 standard state course codes by postsecondary and labor for admissions and job qualification determination.
- Continue to streamline FERPA-compliant methods for sharing data with other agencies via electronic access.
- Use data to assist principals and teachers to improve instruction and to make data available to researchers.
- Use a computer-based and standardized teacher and principal evaluation system.

III. Great Teachers and Leaders

The State Plan and participation in RTTT will allow Kansas to:

Provide high-quality pathways for aspiring teachers and principals by:

- Expanding efforts to provide high quality and accessible alternatives to certification.
- Implementing action recommendations of the Teaching in Kansas Commission to decrease teacher shortage and improve teacher retention through changes targeted to five areas: teacher preparation, working conditions, salary and benefits, image and promotion, and regulations and teacher leadership.
- Implementing the strategic recommendations of the Kansas Educational Leadership Commission to meet the State Board of Education’s goal of “ensuring a visionary and effective leader in every school.”
- Continuing the study of teacher compensation models that enhance teacher effectiveness, develop a plan for implementation of new models in Kansas, hold discussions with stakeholders regarding the proposed models, utilize new models as the foundation to raise teacher compensation to be more competitive with other states and with comparable professions, seek state funding of the new models, and implement the new teacher compensation models.

Improve teacher and principal effectiveness based on performance by:

- Establishing clear approaches to measuring student growth for each individual student that will assist LEAs in acquiring the means to use these approaches in their local data driven decision making. Working with key stakeholders, the KSDE will fully develop a high-quality plan and annual targets to differentiate the effectiveness of teachers and principals using multiple rating categories, to provide these data and ratings to each teacher and principal, and to use this information in a rigorous, transparent and fair system for evaluating, annually compensating, promoting, granting tenure or dismissing staff.

- Promoting and supporting the use of teacher and principal effectiveness data to evaluate staff on an annual basis, to use data for constructive feedback, and to provide information on student growth to principals and individual teachers.
- Promoting and supporting the use of teacher and principal effectiveness data to design and deliver professional development; to compensate, promote and retain teachers and principals; to grant tenure and full certification; and to remove ineffective teachers or principals after they have had ample opportunities to improve.

D3: *Ensure equitable distribution of effective teachers and principals by:*

- Increasing opportunities for the selection and availability of highly effective teachers in high-poverty and/or high-minority schools and in difficult- to-staff content areas.

D4: *Improve the effectiveness of teacher and principal preparation programs by:*

- Initiating discussions with a six-state consortium addressing teacher/leader career continuum beginning with preparation through the first years in the profession. Also involved in this work is the Educational Testing Services (ETS) and the National Staff Development Council (NSDC).
- A revision schedule has been accepted by the Kansas State Board of Education to revise all licensure standards which are the underpinnings for all preparation programs that result in a Kansas license or endorsement. Twenty-first Century, Career and Technical Education work will be embedded in the standards as well as ELL and Special Education.

D5: *Provide effective support to teachers and principals by:*

- Participating in a statewide professional development audit by the National Staff Development Council (NSDC). The NSDC will conduct an audit of policy, law, needs, current practices, and regulations related to professional development that supports both teachers and leaders. Kansas anticipates a significant change in statewide professional development as a result of the NSDC audit.
- Offering statewide teacher and leader mentoring pilots to teachers and leaders from selected low-performing districts. Three pilots were chosen for leaders: The Santa Cruz model, the New York model, and the Southern Region Educational Board (SREB) model. Two models were selected for teachers: Santa Cruz and Pathwise which is based on the Danielson framework.

IV. Turning Around the Lowest-Achieving Schools

The State Plan and participation in RTTT will allow Kansas to:

- Identify the lowest 5% of schools in Kansas that are currently on the school improvement list and receiving Title I funds in order to direct them to an appropriate school improvement model.
- Identify the lowest 5% of secondary schools, that are eligible for but do not receive, Title I funds in order to direct them to the appropriate school improvement model.
- Provide resources and support to all high schools to increase graduation rates and decrease dropout rates, especially in subgroups.
- Assist the LEA/school in identifying one of four models most appropriate for the school: the Turnaround Model, Restart Model, Close/Consolidate Model, or the Transformation Model.
- Continue the development of its Multi-Tier System of Support (MTSS) Transformational Model, a comprehensive and systemic model designed to ensure academic and behavioral success for all students.
- Provide resources and support required to turnaround identified schools.
- Monitor and evaluate the success of LEA/schools in turning around low-achieving schools.

(A)(1)(ii). The key to accomplishing the goals of the State Reform effort is the collaborative relationship the KSDE has established with its LEAs. In order to enact these comprehensive and systemic reforms, the KSDE recognizes the need to draw upon the existing collaborative relationships with the LEAs in the state. In early December, 2009, the KSDE sent a Participating LEA MOU to each LEA, modeled precisely on the model provided in the USED application (see page A-1 in the Appendix). LEAs responded overwhelmingly to requests for their participation in the RTTT grant. Almost 91% of the LEAs (268 LEAs) returned signed MOUs, all of which were signed by the Superintendent (see Table (A)(1)(ii)(b) below). Ninety-nine percent of MOUs from participating LEAs were signed by the local school board, and 94% were signed by the local teachers' union leader (see Table (A)(1)(ii)(c) below).

In terms of elements of the State Reform Plan that participating LEAs supported, 96% agreed to support the transition to enhanced standards and high-quality assessments. Ninety-eight percent agreed to using data to support instruction. For reform efforts under Great Teachers and Leaders, at least 90% agreed to each element. The lowest percentage at 90% was agreement to use evaluations to

inform compensation, promotion, and retention. The highest percentage at 98% was agreement to provide quality professional development. Ninety-one percent of participating LEAs agreed with efforts directed toward turning around the lowest-achieving schools.

These high participation rates render it highly likely that LEAs that are participating in the State’s Race to the Top plans will translate into broad statewide impact, since virtually all students in poverty attend participating schools, which will allow the State to reach its goals for proficiency by 2014, overall and by student subgroup (See Table (A)(1)(iii) below). See Appendix, pages A5-A17 for Detailed Table (A)(1).

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	257	95.9%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	263	98.1%
(ii) Professional development on use of data	263	98.1%
(iii) Availability and accessibility of data to researchers	259	96.6%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	257	95.9%

(ii) Design and implement evaluation systems	258	96.3%
(iii) Conduct annual evaluations	254	94.8%
(iv)(a) Use evaluations to inform professional development	258	96.3%
(iv)(b) Use evaluations to inform compensation, promotion and retention	240	89.6%
(iv)(c) Use evaluations to inform tenure and/or full certification	249	92.9%
(iv)(d) Use evaluations to inform removal	244	91.0%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	248	92.5%
(ii) Hard-to-staff subjects and specialty areas	255	95.1%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	263	98.1%
(ii) Measure effectiveness of professional development	259	96.6%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	245	91.4%

[Optional: Enter text here to clarify or explain any of the data]

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	268	268	100%
President of Local School Board (or equivalent, if applicable)	265	268	98.9%
Local Teachers' Union Leader (if applicable)	243	258	94.2%

[Optional: Enter text here to clarify or explain any of the data]

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	268	293	90.6%
Schools	1307	1384	94.4%
K-12 Students	459,238	473,955	96.9%
Students in poverty	209,043	216,566	96.5%

[Optional: Enter text here to clarify or explain any of the data]

Detailed Table for (A)(1) See Appendix, pages A1-A10 for Table (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions? President of Local Teachers Union (if applicable)	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students in Poverty	# of K-12 Students equivalent)	LEA Supt. (or President of local school board (if applicable)	Y/ N/ NA	Y/ N/ NA		(B) (3)	(C) (3) (i)	(C) (3) (ii)	(C) (3) (iii)	(D) (2) (i)	(D) (2) (ii)	(D) (2) (iii)	(D) (2) (iv) (a)	(D) (2) (iv) (b)	(D) (2) (iv) (c)	(D) (2) (iv) (d)	(D) (3) (i)	(D) (3) (ii)	(D) (5) (i)	(D) (5) (ii)	(E) (2)	
Name of LEA here			Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter

school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

(Enter text here.)

(A)(2)(i). Strong statewide capacity to implement its proposed plans.

(a) Strong leadership and dedicated teams:

In addition to the leadership provided by the KSBE and KBOR, the KSDE is organized systemically to mirror the four RTTT areas and to provide support to those areas. Each area is organized as a team that is directed by highly-experienced administrators, which include the following:

- **Dr. Diane DeBacker, Interim Commissioner of Education.** Dr. DeBacker has been a key member of the Kansas leadership team and currently serves as the Interim Commissioner of Education. In addition, she is the Deputy Commissioner of the Learning Services Division, the division that oversees standards, assessments, Title programs, teacher

education and licensure, special education, and research and evaluation.

- **Dr. Tom Foster, Director, Career Standards and Assessments Services.** Dr. Foster leads the team that develops and implements curricular standards and assessments to improve instruction and student learning. Dr. Foster was responsible for development of an integrated system of state-wide curriculum standards and assessments that meets all requirements of No Child Left Behind and state statutes; implemented and oversaw the operations of large scale assessments for reading, math, science, writing, social studies; developed and implemented a state-wide system of computerized formative and interim assessments in tested content areas; developed and modified alternate assessments; implemented assessments for English Language Learners; supervised non-assessed curriculum areas; provided professional development; and developed and maintained statewide instructional resources. He has been responsible for all Career and Technical programs, including Carl D Perkins IV implementation, state-wide funding program approval, Post-Secondary Technical Education Authority, and partnering with various stakeholders, including business and industry, state agencies, Kansas Board of Regents, legislature and Governor's office. Dr. Foster is exceedingly well- qualified to lead efforts to develop the common core standards and assessments and to collaborate with Instructional Technology and Data Quality to support the implementation of those standards. His current research activities include a national white paper on the advantages of developing and implementing a balanced and coherent large-scale assessment system, an effort sponsored by the State Proficiency Consortium of the CCSSO/RLI R&D.
- **Pamela Coleman, Director, Teacher Education and Licensure.** Ms. Coleman directs the team responsible for issuing educator licenses, accreditation of educator preparation units, educator preparation coursework approval, professional development, alternative pathway programs as well as work associated with the Wallace Foundation. She is currently serving on the National NCATE State Partnership Board, a member of the INTASC principle's revision work, a member of NASDTEC, AACTE, NSDC, INTSC and ASCD. She has published a number of article's illustrating quality education designed by effective educators. Recently, she has been invited to join a discussion at the National Press Club in

Washington, D.C. focused on teacher leadership/adult learning theory.

- **Dr. Julie Ford, Director of Title I Programs and Services.** Dr. Ford's team is responsible for all Title I programs, including the Local Consolidated Plan Process and Annual Yearly Progress (AYP). She provides support and information for school and districts on improvement, corrective action, or restructuring. Dr. Ford is assisted by Judi Miller, President Elect of the National Association of State Title I Directors.
- **Kathy Gosa, Information Technology Team Director.** Ms. Gosa and her team have been instrumental in the development of the Kansas Individual Data on Students (KIDS) System, the Kansas Enterprise Data System, and the Data Quality Certification (DQC) program. KSDE regularly participates in the NCES Forum and provides input and leadership for Working Groups and Task Forces, attends and actively participates in CCSSO events and EIMAC subcommittees, and attends and presents at the NCES MIS Conference and Data Conference. Ms. Gosa is a member of the NCES National Data Standards committee, is on the Data Quality Campaign Advisory committee, and is the Chair-elect of the NCES Forum and the EIMAC Longitudinal Data System subcommittee. She and other staff members have shared KSDE's methodology and strategy for governance and management with numerous states through national presentations, hosting visitors from other states, and visits to other states. The KSDE has been awarded eight NCES National Cooperative Data Development and Technology Projects and has completed them on schedule. The KSDE has also been awarded two SLDS grants (2007 and 2009) and is on target for completing SLDS grant outcomes on time and within budget. Ms. Gosa was the 2008 recipient of the DQC Data Director of the year, a peer-nominated honor that recognizes exemplary leaders in the building and use of longitudinal data systems.
- **Colleen Riley, Special Education Services Team Director.** Ms. Riley provides leadership and support for exceptional learners receiving special education services throughout Kansas schools and communities and has been instrumental in the development and implementation of the Multi-Tier System of Supports.

KSDE leadership is also strengthened by its close relationship with The Governor's Office as represented by its liaison to the KSDE

and the State Legislature on educational issues.

(b) Supporting participating LEAs in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs accountable for progress and performance, and intervening where necessary;

The KSDE has been and will continue to be proactive in its support of LEAs to successfully implement the State education reform plan. The KSDE has established an excellent working relationship with its LEAs, as is demonstrated in the overwhelming LEA response in support of the RTTT Memorandum of Understanding. The efforts and success the KSDE has already demonstrated in the four RTTT areas has resulted from the wide network of key stakeholders who have been included in commissions and work groups who have informed the design of the state reform efforts.

The KSDE has been proactive in working with LEAs that are on watch for entering the school improvement process to identify their strengths and needs in a continuous improvement effort that prevents further lack of student achievement. The formation of the Kansas Learning Network (KLN), comprised of the highest poverty, lowest achieving districts and schools in the state, provides the structure for the provision of intensive assistance to these schools and districts.

The KSDE has MOUs and intends to contract with a number of organizations and IHEs which will assist them in further developing promising practices and professional development aligned with the balanced and coherent common core standards and assessments, in developing and implementing teacher and principal evaluation systems that will ensure a high quality educator in every classroom and a high quality leader in every school, and in providing both to turning around the lowest performing schools. The KSDE's continual expansion and improvement of its data quality and data access efforts for multiple stakeholders, award-winning efforts which have profited both Kansas and other states that the KSDE has provided with technical assistance, will provide the information and evaluation data required to hold LEAs accountable for progress and performance and for intervention efforts when necessary.

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement.

The KSDE has developed and documented a number of internal controls to ensure that all state aid programs and federal grants are effectively and efficiently administered in accordance with all state and federal rules, laws and regulations. Controls and procedures have been established, for example, to ensure that allocations to LEAs are computed correctly, all costs charged to grants are allowable, appropriate indirect cost rates are applied, all matching, maintenance of effort and earmarking requirements are met, schools and LEAs needing improvement are appropriately identified, cash management requirements are met, and sub-recipients are monitored for compliance with all financial and program requirements. In virtually all aspects of grants management, we have utilized technology to automate processes to improve the efficiency of both SEA and LEA staff. Five members of our leadership team who supervise the administration of federal grants in our office have a combined total of approximately 145 years of experience in this area.

(d) Using the funds for this grant, as described in the State’s budget and accompanying budget narrative, to accomplish the State’s plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State’s Race to the Top goals.

Every effort to pool resources to comply with the intent of the Race to the Top Grant will be made within the legal parameters of state and federal law. For years, the goals of our State Board have aligned with the four core education reform areas of the grant. We will continue to fund activities to support these goals, as we have done in the past, with appropriate state, federal and private funds.

A vast improvement in school funding conditions emerged from a series of legislative actions beginning in the 2005 Kansas Legislative Session. The school finance formula was changed, resulting in significant increases in the amount of base state aid per pupil, an increase in at-risk and bilingual weightings, local option budget authority, and funding for special education, all totaling an

increase in school funding of approximately \$289 million. Subsequent Legislative Post Audit Committee studies resulted in additional changes to the school finance laws that, together with the 2005 amendments, meant an annual increase in funding by 2008-09 of approximately \$755 million over what was provided in the 2004-05 school year. The 2008 recession has negatively affected the progress that had recently been made.

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success.

Support for education in Kansas is tremendous—from the Legislature to the local citizens who regularly vote for school bond issues and other initiatives that benefit education. We are confident that the State will be able to sustain and carry forward the reform efforts proven to be successful under the RTTT funds with the fiscal, political and human capital resources necessary beyond 2014.

(A)(2)(ii) Support from a broad group of stakeholders to implement plans.

The KSDE has obtained support from a broad group of stakeholders who are critical to successful implementation of the RTTT plan. Letters of support are contained in the Appendix on pages A-18 through A-35 and include the following:

- Kansas Board of Regents (KBOR)
- Senator Pat Roberts
- University of Kansas
- Emporia State University
- Kansas National Education Association (KNEA)
- Kansas Association of School Boards (KASB)
- United School Administrators of Kansas (USA)
- National Staff Development Council (NSDC)
- Communities in Schools

- Families Together
- Kansas Enrichment Network
- Kansas Parent Information Resource Center

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for

peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

(Enter text here.)

(A)(3)(i). Use of ARRA and other Federal and State funding to pursue reforms in the four areas and accomplishments.

For the four goals contained in the American Recovery and Reinvestment Act and RTTT, Kansas has made strides in all four areas. Listed below are some of the accomplishments the KSDE and Kansas School Districts have completed.

Teacher Education & Licensure/Great Teachers and Leaders

The KSDE has been engaged in both state and national initiatives through two high profile commissions working together. These commissions address both leader and teacher recruitment and retention of the best and the brightest effective teachers. As a result of the commissions' work, the following efforts have been implemented:

- A teacher leader license honoring career teacher leaders;
- An evidenced-center assessment developed by both experts and Kansas educators;
- Pathwise Mentoring;
- Santa Cruz New Teacher Center Mentoring;
- A partnership created with the Board of Regents to host forums which engage community colleges and four-year public and non-public institutions;
- A multi-segmented video celebrating P-12 best practices which include successful examples of Kansas "Grow Your Own" programs, mentoring and mid-career alternative preparation programs to restricted licensure. Segments have played on radio, television, in movie theaters, and online newspapers across the state;
- All licensure program standards are being revised, reviewed and rewritten;
- Creation of an Alternative Advisory Committee to study the current programs available to mid-career changers; and

- State supported professional development for teachers entered around topics voted upon by teachers and leaders.

Kansas System of School and District Support - Kansas Learning Network

The KSDE is dedicated to the academic success of all students. As a result, a framework of support is offered to districts with schools that are actively engaged in continuous school improvement. The Kansas System of School and District Support assists schools and districts identified on improvement, corrective action or school restructuring. One initiative of the Kansas System of School and District Support is the Kansas Learning Network (KLN). In 2008-09, districts in Kansas that were identified for corrective action and had schools on improvement formed a network with five districts (Kansas City, Topeka, Turner, Wichita, and Garden City), the KSDE and Cross & Joftus, LLC. These districts represented 20% of all students in Kansas, 50% of minority students in Kansas, 41% of all ELL students in Kansas, and 33% of all low SES students in Kansas—a network that holds great promise for effecting changes in school turnaround and in improved student performance statewide.

The Kansas Learning Network initiative presented an opportunity to collaborate on solutions, with the goal of building working relationships between districts and the KSDE in order to improve academic success. Leadership, empowering culture, human resources and professional development, and academic performance were the focus of the support and collaboration. The process included regularly scheduled network meetings; an intensive needs assessment conducted by district network members, Cross & Joftus consultants and the KSDE; and the provision of 24 days of focused technical assistance to address findings from the needs assessment. The KLN was expanded in the 2009-10 school year to include all 17 districts on improvement and provides an implementation coach for all 32 schools on improvement.

The Kansas System of School and District Support also defined a school improvement model and process for schools and districts on improvement, corrective action or school restructuring. This process included assigning a primary KSDE contact for each district, providing staff development around root cause analysis and the school improvement process, appointing an outside committee of experts for each school and facilitating a peer review of the final school improvement plan. Numerous documents,

handbooks and resource materials were created to support districts and schools in the process. Both Title I, Part A, Sec. 1003(a) and 1003(g) money were awarded to schools based on their needs assessment and planning process. The KSDE also sponsored opportunities for all districts to network informally at agency sponsored events such as the Phi Delta Kappa (PDK) Curriculum, Assessment, Design and Delivery training.

Standards and Assessments - A Balanced and Coherent Assessment System

The KSDE continues to develop an assessment system that seeks to balance the demands of accountability with the instructional needs of educators. In an effort to merge instruction and accountability, KSDE is moving towards improvement in the following areas:

- Creating instructional reports and other database resources to link formative, summative and benchmark assessments with classroom instruction.
- Reducing the “footprint” of the assessments on students to increase instructional time.
- Creating a flexible system that reformats rather than reinvents new assessments every few years.
- Creating opportunities to use additional innovative assessment models, e.g., growth models, computer adaptive assessments and performance items.
- Integrating with other areas of accountability, including career and technical education, teacher education, English language learners and special education.
- Creating an alternate assessment based on modified achievement standards for the 2% student population.

Multi-Tier System of Supports (MTSS)

Kansas sees early intervention and high-quality instruction met with student needs as the key for students to be successful in rigorous college and career-ready standards. To achieve this, Kansas has developed a model known as the Kansas Multi-Tier System of Supports (MTSS). MTSS provides a framework for schools to create an integrated system which is based on valid and reliable high-quality assessments that are appropriate for all students (including English language learners and students with

disabilities) and are predictive of future reading, math and behavioral success, research based curriculum and instruction provided with fidelity and problem solving to customize instruction when necessary to ensure that all students are learning and will be successful. In efforts to bring MTSS to scale in schools across Kansas, the KSDE has supported the creation of both materials and a statewide training network to provide support to school districts. The supports currently address literacy, mathematics and behavior k-12 and are being expanded to include pre-k. The support system for schools consists of 24 facilitators located in 12 education agencies across the state as well as a state team of 12 individuals to support the facilitators and the creation of additional training and support materials. Schools implementing MTSS are seeing significant improvement in student learning, both academically and socially. Results have been demonstrated at all levels from elementary through high school on a variety of measures from early literacy to the Kansas State Assessments. Efforts of MTSS and the KLN have generated improved student literacy and mathematic skills that can lead to future success and achievement of rigorous college and career-ready standards.

Longitudinal Data System

In the past few years the KSDE has made great strides in the implementation of a statewide longitudinal data system to inform education. The major accomplishments include the following projects: **Unique Student Identifiers; Longitudinal Student Data; Enterprise Data System** initiative, funded at by the state legislature, which is integrating data from existing source collection systems (e.g., the KIDS, Organization, Assessment, Title Programs, Special Education, Technical Education, Educator Licensure, Staff Assignment, and Finance systems) into an Enterprise Data Warehouse; **P-20 Data Connection**, A National Governors Association (NGA) grant, awarded in 2006, which made it possible for the state to begin investigation of connecting education data between KSDE and KBOR; **Direct Certification**, a collaborative effort of the KSDE and the department of Social and Rehabilitation Services to develop and implement a process for providing information to districts regarding student qualification status for free and reduced lunch; **Kansas Course Codes**, resulting from a 2007 federal grant to work with Kansas schools and districts to establish and implement standard state course codes; establishment of the **Data Quality Certification Program, Data Governance, and Master Data Management System.**

(A)(3)(ii). Improvement in Kansas student outcomes overall and by student subgroup since 2003 and connections between the data and the actions that have contributed to improvement.

(a). ESEA Statewide Assessments.

Overall State Mathematics Assessment data for 2003 through 2009 for percentage of students scoring at or above proficient, as well as disaggregated data by gender, major racial/ethnic groups in the State, free and reduced lunch eligibility (F & R), students with disabilities (SD), and English Language Learners (ELL), is provided in Table (A)(3)(ii-1) for 4th, 7th, and high school students. For all grade levels, continuous improvement for all students is evidenced over time, with the exception of 2006 when new Kansas State Assessments were introduced, along with new and higher cut scores. In 2003, 72.4% of 4th grade students scored at or above the proficient level in math compared with 86.6% in 2009. For 7th graders, 58.3% scored at or above the proficient level in math compared with 79.8% in 2009. For high school students, 43.5% of students scored at or above the proficient level in math compared with 78.2% in 2009. Students overall are well on their way to meeting the AYP goal of 100% proficiency by 2014.

State Reading Assessment data for 2003 through 2009 is provided in Table (A)(3)(ii-2) for 5th, 8th, and 11th grades. Continuous improvement for all students is again evidenced over time. In 2003, 67.4% of 5th graders scored at or above the proficient level in reading compared with 84.4% in 2009. For 8th graders, 68.4% scored at or above the proficient level compared with 84.6% in 2009. For 11th grade students, 58.7% scored at or above the proficient level in 2003 compared with 84.2% in 2009.

In terms of eligibility for free or reduced price lunch, the achievement gap for 4th grade math students was 20.4 in 2003 and reduced to 13.1 by 2009; for 5th grade reading students, the 22.1 gap in 2003 was reduced to 15.9 in 2009. See Table (A)(3)(ii-3) and Table (A)(3)(ii-4). The 29.2 achievement gap for 7th grade math students was reduced to 20.4 by 2009 and the 22.8 gap for 8th grade reading students was reduced to 19.0 by 2009. The math achievement gap for high school students was similarly reduced from a 26.3 gap in 2003 to 20.4 in 2009, and from 22.8 to 17.2 in reading.

The gap analysis for math students with disabilities revealed a 2003 gap of 17.5 for 4th graders, 28.1 for 7th graders, and 26.1 for 10th graders. The gap was slightly reduced to 16.4 for 4th graders, 25.2 for 7th graders, and varied by year for 10th graders but

remained the same for 10th graders in 2003 and 2009. For reading students with disabilities, the 22.3 gap for 5th graders was reduced to 16.3 by 2009, the 34.3 gap for 8th graders was annually reduced to 22.5, and the 34.4 gap for 11th graders was reduced to 23.0.

The gap analysis for math ELL students revealed a 25.7 gap for 4th graders in 2003 that was consistently reduced over time to a 12.6 gap in 2009. For 7th graders, a 39.4 math gap in 2003 diminished over time to a 25.6 gap in 2009. For 10th graders, a 32.7 gap diminished to 26.1 by 2009. The ELL gap in reading demonstrated the profound impact of a changed assessment and cut scores on this population. Comparatively small reading gaps existed in 2003, where a gap of 19.7 was found for 5th graders, 17.6 for 8th graders, and 10.4 for 11th graders. The gap widened considerably in 2006, with a gap of 33.5 for 5th graders, 41.9 for 8th graders, and 49.1 for 11th graders. Further gap reductions are noted after this new baseline in 2006, with the 5th grade reading gap for ELL students diminishing to 22.9 in 2009, the 8th grade gap at 35.0, and the 11th grade gap at 43.6.

In the following section we discuss NAEP results for 2003-2008/2009 for the sample of students who were administered these tests (approximately 3000 students).

NAEP Results. NAEP results substantiate that Kansas has made considerable and consistent improvement in student outcomes from 2003 to 2008/2009, but the scale and magnitude of the change differs for the NAEP assessment. The overall percentage of tested students scoring or above the proficient level for 2003 through 2009 in mathematics and for 2003 through 2008 for reading for 4th and 8th graders, as well as disaggregated data, is provided in Table (A)(3)(ii-5).

In 2003, 41% of Kansas 4th graders scored at or above the proficient level on the NAEP mathematics tests compared with 31% of students who tested at these levels nationally. Fourth graders overall and every 4th grade subgroup demonstrated increased mathematics performance from 2003-2009, but the largest increases were experienced by students with disabilities (10 point increase). Eighth graders overall and every subgroup similarly demonstrated increased mathematics performance from 2003 to 2009.

Between 2003 and 2007, the performance of Kansas students overall on NAEP reading tests increased 3 percentage points for

4th graders. The performance of 8th graders did not change between 2003 and 2007; scores nationally had declined in 2007. Every 4th grade subgroup demonstrated increased reading performance (except Hispanic students who demonstrated no improvement), but the 8th graders demonstrated variable small gains/losses for disaggregated groups.

A trend analysis of achievement gaps on NAEP assessments in 4th and 8th grade mathematics and reading is provided in Table (A)(3)(ii-6). This table provides NAEP gaps for disaggregated groups and, for 2009 data, provides the gap as identified with State Assessment data in parentheses for comparison purposes. For 4th grade mathematics, the gaps for disaggregated groups as measured by the State Assessment data are roughly half the size of gaps as measured by NAEP results. For 8th grade mathematics, the NAEP gaps are consistently greater, but not remarkably so. For instance, the White/Black gap for 8th grade math is 30 for NAEP results and 24 for State Assessment results; the White/Hispanic gap is 23 for NAEP results and 22 for State Assessment results. For the 4th and 8th grade reading students, differences between NAEP and State Assessment results vary.

Table (A)(3)(ii-7) and Table (A)(3)(ii-8) provide NAEP data using the Average Scale Score rather than the percentage at or above the proficient level as the measure of achievement. The gap analysis using average scale scores yields results that are more consistent with State Assessment data on the size of achievement gaps for all groups except students with disabilities.

Thus, while Kansas has demonstrated considerable progress toward student proficiency for all students by 2014, the future will focus on greater use of growth models and longitudinal data to made determinations of student achievement and proficiency, teacher effectiveness, and principal effectiveness, as well as the extent to which high poverty and high minority schools are disproportionately served by the newly defined "highly effective" teacher and principal.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.²

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

²Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(Enter text here.)

The KSDE has made significant progress and continues its plans for developing and adopting common standards. The KSDE is committed to participating in the development and adoption of a common core of standards that, while respecting the traditional role of district decision-making in developing local curriculum and adopting local textbooks, are internationally benchmarked, aligned with work and post-secondary education, inclusive of higher order skills, based on research and evidence, and inclusive of rigorous content and skills. Kansas' former Commissioner of Education, Alexa Posny (now Assistant Secretary for the Office of Special Education and Rehabilitative Services at the U.S. Department of Education), participated in a meeting of State Chiefs and/or Governor's Office representatives on April 17, 2009 to discuss whether there was interest in developing a common core set of standards. Based on overwhelming support for common core standards, the CCSSO and NGA's Center for Best Practices developed

a Memorandum of Understanding. Commissioner Posny and Governor Mark Parkinson signed the MOU on May 5, 2009, thereby joining the Common Core Standards State Consortium, comprised of virtually all states and several territories, in the process of developing a common core of standards. A copy of the signed MOA and the states and territories participating in this consortium is contained in the Appendix on page B-1. Documentation that the consortium's common core standards will be internationally benchmarked is provided on page B-4 in the Appendix.

The KSDE has made significant progress in aligning K-12 standards with higher education and, as part of the Governor's P20 Council, partnered with Achieve, Inc. to conduct a gap analysis between proficiency as identified by the K-12 levels and college readiness as identified by the postsecondary level. Kansas is considering joining American Diploma Project Network to align high school standards with the demand of postsecondary education and the workplace, require students to complete a college- and career-ready curriculum to earn a high school diploma, build college- and career-ready measures into statewide high school assessment systems, and hold high schools and postsecondary institutions accountable for student preparation and success. The KSDE has established a Common Core Standards Adoption Committee comprised of the executive director of the Kansas Association of School Administrators and representatives of the Kansas Association of Secondary School Principals, the Kansas Association of Elementary School Principals, the Kansas Association of School Administrators, the Kansas Association of Middle School Administrators, the Kansas Association for Supervision and Curriculum Development, the Kansas Association of Special Education Administrators, the Kansas Council of Career & Technical Education Administrators, the Kansas North Central Association, the Kansas Association of School Boards, and the Kansas National Education Association. The Committee is completed with content experts for each level of education—elementary, middle and secondary—and includes content area experts from Institutions of Higher Education.

The development/adoption of a common core of internationally benchmarked standards that build toward college and career readiness by the time of high school graduation for Kansas is facilitated by the fact that (1) the current Kansas standards are already based on national standards developed by reputable professional organizations such as the National Council of Teachers of

Mathematics, the International Reading Association, the National Council of Teachers of English, and the National Science Foundation; (2) the KSDE has a well-established and comprehensive process for engaging LEAs and key stakeholders in the adoption of standards; (3) a streamlined process for adoption exists that is completed with an action of the State Board of Education. Approval by the State Board is anticipated by August 2, 2010. Statutory references to standards are provided in Figure B-1 on page B-6 of the Appendix.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(Enter text here.)

The KSDE has entered into three Memoranda of Agreement to work toward jointly developing and implementing common, high-quality assessments aligned with the consortium's common set of K-12 standards. Two of the MOUs are discussed in this section: (1) the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER), a consortium currently comprised of 11 states that include Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin, Wyoming and Kansas (see page B-7 in the Appendix); and (2) a State Consortium Developing Balanced Assessments of the Common Core Standards, a consortium of 36 states (see page B-9 in the Appendix).

The SMARTER consortium will develop a high quality summative assessment system that is aligned to the Common Core Standards to be adopted by Consortium states. This system will use online adaptive tests, innovative item design, and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards. If funded, the assessment system will be governed by staff from states that are members of the Consortium and will be guided by selected technical experts. States in the Consortium will use the summative assessment system to measure district and school effectiveness in meeting federal accountability requirements. The design of the assessments will be based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*. The Consortium will coordinate with the MOSAIC consortium (see B3.4 below) as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

Kansas also entered into an MOU with the Balanced Assessment Consortium, a multi-state consortium seeking to implement an approved Standards and Assessment Section of a Race to the Top grant. The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and

across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions. This Consortium will undertake a number of tasks, including support for the development of curriculum frameworks, creation of a Digital Curriculum and Assessment Library, and development of a State and Local Assessment based on a common reference examination. The examination will include selected-response, constructed response and performance components aimed at higher-order skills and linked to the Common Core standards for grades 3-8, similar to the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described

and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

(Enter text here.)

The KSDE has developed a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments tied to these standards. Looking beyond academic standards, the KSBE has additionally outlined goals which incorporate 21st century teaching and learning. Accelerating technological advances, a rapidly changing knowledge base, an interconnected workforce, and an increasingly global society have all combined to make 21st century skills essential for every student's success.

The KSDE plans to develop a unified standards database that dynamically connects common core academic standards, career and technical education clusters, and 21st century learner profiles. The KSDE plans to construct a cohesive assessment program intended to reduce the "footprint" of assessments on students and instructional time by creating a flexible system that continually improves and adapts rather than reinvents itself every few years. It is designed to provide data that is integrated with multiple areas of accountability, including career and technical education, 21st century skills, academic standards, special education, and English Language Learners. The KSDE vision for a balanced and coherent system of standards and assessments includes a unified standards database, enhanced formative and interim assessment tools, blended career and academic assessments, student-specific reporting applications, use of data for instructional decision making, linked instructional resources, and professional development. Various levels of educators—from superintendents to classroom teachers—will be able to access and process data and reports for instructional decision making and for dissemination to a wide audience of stakeholders.

B3.1. Develop and implement a plan for meeting the needs of all high risk students, Early Childhood and ELLs.

In order to create an equitable system that can (1) provide student achievement information to educators that actually helps them

make appropriate instructional and program decisions and (2) still meet federal and state accountability requirements, KSDE will implement a formative assessment system. Formative assessments will be administered online and, to the greatest extent possible, utilize “opportunity to learn” and adaptive technologies. These formative assessments and instructional reports will be made available to all districts along with predictive summative assessment performance level reports that include such things as student growth trajectories.

The KSDE assessment systems will also integrate early childhood formative assessment. Preschool children who take part in any KSDE program are assigned a unique statewide student identification number (SSID), which follows the child throughout his/her education career in Kansas. However, very little information about preschool children or the services they receive is collected or included in the Education Data Warehouse (EDW). In addition, very little outcome data are included for students in the primary grades. Currently, the Kansas Early Learning Inventory (KELI), an observation assessment that measures early learning standards, is being used for Four-Year-Old At-Risk students, but only a sample of children in the program are assessed, and data are gathered through paper forms and kept in a standalone database. Variables collected for preschool children who receive special education services are not the same ones collected for children from the Four-Year-Old-At-Risk program. Children of parents in the very popular Parents As Teachers program are not assigned SSIDs; and none of the data collected on the children are currently included in the EDW. Moreover, although the majority of Kansas schools use the same screening and diagnostic assessments in grades K-2, these data, while collected by the state, are usually not integrated with other student data at the district level. Therefore, student outcome data in the state and most district longitudinal data systems begin at the 3rd grade level. Collecting more robust assessment data at the state level for these early grades could improve instruction for young children; and including the data in the EDW would allow progress monitoring through all grades. Therefore, KSDE funded preschool and primary grade data, as well as data specific to ELL students, will be captured and integrated with other outcome data to enable districts and the state to make informed decisions about early childhood and ELL program effectiveness and to provide student interventions at the earliest indication of need.

B3.2 Align high school exit criteria and college entrance requirements with the new standards and assessments.

Under the direction of the P20 Council, KSDE, and KBOR, a statewide team of educators and business representatives is currently conducting a gap analysis of the Kansas Curricular Standards in mathematics and reading relative to the Common Core Standards and the postsecondary college readiness standards. Assisting the Kansas team in this endeavor is a representative from Achieve, Inc., who will review and integrate findings from similar work in other states. The gap analysis project is scheduled for completion in the late spring or early summer of 2010 and will provide information relevant to the development of a Unified Standards Database.

B3.3 Develop a Unified and Integrated Standards Database.

Well before the Race to the Top initiative, curriculum and assessment experts at the KSDE began planning for an assessment system that:

- integrated academic, career and technical education, 21st century, national and international standards;
- facilitated the assessment of higher-order thinking and problem-solving;
- reduced redundancy in assessments and reduced the classroom time spent on assessments;
- was more flexible and adaptable to changing skill demands;
- facilitated discovery, diagnosis, and feedback to teachers about the specific academic and behavioral strengths and weakness of individual students; and
- facilitated program evaluation and the identification of specific professional development needs as indicated by student deficits and needs.

The overarching goal is to increase student engagement by integrating assessments with continuously improving instructional practices.

In response to these newly identified goals, KSDE first integrated its academic standards and assessment team with its career and technical education team. It created standards workgroups which began identifying where academic, career and technical education,

and 21st-century standards overlap, and it contracted with WestEd to facilitate the mapping of these overlapping standards. Two large scale mapping sessions with teachers from the field have already been completed. At the same time, to make this new information available to assessment designers and to teachers in the field, KSDE also began planning, designing and constructing an integrated set of databases and web-based tools to facilitate large-scale dissemination and resource development with teachers and administrators. It developed a charter for the Kansas Standards Integration Project (KSIP) and began work on its Unified Standards Management and Reporting System (USMRS). A team with members from the Career, Standards and Assessment Services team and the Information Technology team is already at work on this important project (see page B-16 in the Appendix for Unified and Integrated Standards Database supporting documents).

This work gives Kansas advantages over other states. KSIP and USMRS have already done some of the important initial planning and development of the infrastructure demanded by the RTT and the implementation of the national common core. Because Kansas has a long history of designing and developing its own standards and assessments through its close working relationship with the University of Kansas's Center for Educational Testing and Evaluation, rather than simply contracting the work with testing companies, KSDE has a deeper understanding of the work required for true integration of common core, state, career and technical education, and 21st century standards. The KSIP project includes transition tools that will map current Kansas standards to the common core and 21st century standards. This will facilitate the transition from state to national standards and reduce confusion in the classroom. Because KSDE is already involved in the planning, design and construction of this new system, the KSIP team is aware of some of the particular threats to the system—for example, the need for tools that can find near-duplicate standards and indicators, and the need for tools that facilitate field participation in developing teacher resources for specific standards. It also is planning for important additions—for example, diagnostic tools that will support more accurate Response-to-Intervention diagnostics and program evaluation.

B3.4 Develop Enhanced Formative and Interim Assessment Tools

The KSDE plans to enhance formative, interim and summative assessment tools to achieve a coherent approach to instructional

decisions and support for multiple initiatives for school improvement. The goal is to make assessment more of a process and less of an event, creating an environment of greater student engagement in the learning and assessment process and greater support for teachers in changing and adapting instructional practice.

The formative assessments will be at the indicator level, similar to the current configuration. Sufficient numbers of assessment items for each assessed instructional indicator will populate the system to allow teachers to create customized assessments. A linkage will be created between the formative system to assist educators in creating user defined assessments and/or targeted reports for immediate student and teacher feedback. Additional applications will be developed to automate and enhance the application and scoring of performance activities. With the participation of some districts, this work has already begun.

Interim assessments will be developed that directly link to the summative assessment and can be used to create additional instructional reports at the student-indicator level. These assessments will provide predictive performance levels in an adaptive format and will enable a growth trajectory calculation.

Summative assessments will continue to focus on instructional indicators and reporting will be at the benchmark level. Additional instructional reports will be created by the combination of assessment information from multiple sources. Each cluster/content area will identify approximately five benchmarks for assessment; each benchmark will be limited to approximately three indicators. Each grade, content and cluster assessment will consist of 20-30 questions clustered around 5 benchmarks with 4-6 questions per benchmark. The KSDE will create instructional reports and other database resources to link formative, interim, and summative benchmark assessments with classroom instruction.

Kansas has demonstrated its commitment to improving the quality of its assessments by entering into a Memorandum of Understanding with the lead states of Nebraska and Wisconsin to establish a framework of collaboration and to articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant (see page B-19 in the Appendix). This consortium of states proposes to build a balanced assessment system of formative and benchmark assessments in a Race to the Top grant application. The name of the system to be built is Multiple Options (for) Student

Assessment (and) Instruction Consortium (MOSAIC). Kansas will play a key role in the all tasks and activities of the consortium and will specifically provide the Computerized Assessments and Learning (CAL) computerized engine and will make it available to districts in all of the states. The following activities are among those that comprise the scope of MOSAIC work:

PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: The consortium states will develop and build professional development materials around the instructional integration of Common Core standards. This will include curricular frameworks aligned to the Common Core, defining learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

INSTRUCTIONAL SUPPORT SYSTEM: The consortium states will have access to a computerized system that will provide opportunities for districts to load the system with formative/local assessment tasks, items, and instructional materials, including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

REPORT DEVELOPMENT: Each state will contribute to the development of district, school, and student-level performance reports on the Common Core. Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student's performance.

BENCHMARK ASSESSMENT SYSTEM: Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing. From this item bank, common diagnostic/benchmark tests will be developed across the “total package” consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an “early warning” system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to

districts/schools within each state as defined by that state – varying levels of participation will require different costs to each state to implement, most likely on a per-pupil basis.

PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results. All materials will be disseminated across the collaborating states.

B3.5 Develop Blended Career and Academic Assessments.

The KSDE is a forerunner in integrating career and academic standards and assessments within a framework of 21st century skills. (See page B-22 for a summary of Board Motions for Career and Technical Education Policy Initiatives).

- The KSDE will utilize the 21st Century Learner Profiles to connect higher order constructs among academic content areas and career cluster using an identical format.
- Standards, benchmarks, indicators/competencies will be vertically articulated across grades and horizontally articulated through the career clusters.
- At the high school level, students will take blended assessments at the summative level that meet portions of the NCLB, Kansas Quality Performance Assessment accountability requirements, and industry recognized credentialing requirements.
- Students will receive a performance level judgment and certification in five tested content areas and one career cluster.
- The primary item format will be selected response, but depending on the learner or the assessed construct, the item type may vary.
- Additional components—performance items, portfolios, project-based scoring rubrics, or work-based experiences (e.g., internships, apprenticeships)—may be required.
- The assessments will primarily be online, utilizing opportunity to learn and adaptive technologies.

As previously discussed, the KSDE is in the process of integrating academic standards, technical education standards, and 21st

century learner standards through the Kansas Standards Integration Project (KSIP). This integration of data from existing source collection systems will link the standards to databases that will include student achievement data, instructional resources and student demographics. Meetings with stakeholders have initially assisted KSDE in identifying linkages among academic standards, CTE pathways, and 21st century learner profiles to be captured in this database. The KSIP will result in a system designed not only to be balanced between various assessment tools and responsibilities, but also coherent in its approach to instructional decisions and its support for multiple initiatives targeting school improvement. In order to create a system that provides student achievement information to educators that will enable them to make appropriate decisions at the instructional and program levels, while continuing to meet requirements of federal and state accountability systems, KSDE needs to implement initiatives designed to deliver dynamic student data and targeted instructional resources to Kansas educators. The goal of KSIP is to develop efficiencies and connections that reduce the focus on accountability, where the assessment is less an event and more part of the process. The broader goal is to create an environment of increased student engagement in the learning process with greater support for teachers in changing instructional practices.

B3.6 Develop, acquire, disseminate, and implement high-quality instructional resources and assessments.

The Multi-Tier System of Support (MTSS) that operates in Kansas districts and schools encourages a coherent continuum of evidence based, system-wide practices to support a rapid response to student academic and behavioral needs. In the ideal MTSS environment, the leadership team regularly engages in formal problem solving, using district/building site level data which is supported by a data/software system providing frequent and up-to-date reports that allow data-based decision making to occur; data are shared with the district, building, and community; the leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures to learning; and the assessment system includes universal screening, diagnostic, behavioral, progress monitoring, and outcomes assessment. Towards this end, the Unified Standards Database will dynamically link the standards to databases that include student achievement data, student demographics, and student program participation data. KSDE libraries of instructional resources will then be linked to the Unified Standards

Database and student data. Communities of practice for each academic and career area will be created to provide additional depth of support to users that will promote continual development and sharing of instructional resources. For schools on improvement, The Kansas Learning Network additionally contributes to the development and use of high-quality instructional resources.

B3.7 Develop, acquire, and deliver high-quality professional development to support the transition.

Train educators to use the Collaborative Workspace.

The Multi-Tier System of Supports (MTSS) describes a decision making process used by Kansas schools to provide supports to enable each child to be successful. MTSS encourages a coherent continuum of evidence based, system-wide practices to support a rapid response to student academic and behavioral needs. In the ideal MTSS environment, the leadership team regularly engages in formal problem solving, using district/building site level data which is supported by an agile data/software system providing frequent and up-to-date reports that allow data-based decision making to occur; data are shared with district, building, and community; the leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures to learning; and the assessment system includes universal screening, diagnostic, behavioral, progress monitoring, and outcomes assessment. The Collaborative Workspace planned as an Outcome of this grant will provide the data needed for the MTSS decision making process, but, as suggested by the process description, providing data is not enough to bring about change.

- Training will be designed to encompass both how to use the technical components of the system as well as how to effectively use the data and reports available via the Collaborative Workspace to positively impact the learning of each student. The training strategy will be integrated with the objectives of MTSS.
- Since not all individuals learn in the same way, multiple training modes will be offered, including online, train-the-trainer, and remote delivery.
- Regular evaluations will inform needed enhancements to the modules. Evaluation activities will include reviewing and summarizing feedback collected as part of each module as well as through surveys of instructional staff using the Collaborative

Workspace.

B3.8 Develop strategies for translating standards and information from assessments into classroom practices for all students, including high needs students.

The KSDE strategy for translating standards and information from assessments into classroom practices for all students, including high needs students, is the Collaborative Workspace, described in detail in Data Quality section (C)(3)(i), Using data to improve instruction. The Collaborative Workspace and reporting system will enable educators to access, analyze, and use integrated data to support targeted student instruction, for school improvement, and to easily generate reports for parents and other stakeholders groups. While one of the most daunting challenges that educators face is mastering the ability to deliver high quality and engaging 21st century instruction to every student, the task is greatly facilitated by easy access to instructionally sensitive assessments, timely assessment results, and teaching resources that are aligned with academic standards and student proficiency levels.

The KSDE will translate standards and information from assessments into classroom practices through its multi-faceted and comprehensive approach to professional development, which will include technology-based tools that will be developed as one goal of this grant, collaborative professional development activities developed under the MOU with the National Staff Development Council and implemented through its networked local affiliate, professional development offered by IHEs in advancing STEM learning, and continuously improving pathways of support provided to persistently low performing and turnaround schools.

B3.9 Develop means for sharing strategies and effective materials and processes nationwide.

The KSDE will pursue a four-prong approach to share our efforts, which include the following:

- Dissemination to national organizations in which Kansas holds membership, including the Council for Chief State School Officers (CCSSO), the Education Information Management Advisory Consortium (EIMAC), Assessing Special Education Students (ASES), Technical Issues in Large Scale Assessments (TILAS), Survey of Enacted Curriculum (SEC) , and Accountability Systems and Reporting ASR.

- Presentations at national events
- State to State collaboration (open invitation to other states to visit or go to consult)
- Web presence available to peers and stakeholders.

More detailed information on the timelines and persons responsible for these goals and activities is provided in the Budget Narrative for each project/activity.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

(Enter text here.)

As described below, the KSDE's data system meets 10 of the 12 Required Elements specified by the America Competes Act, and is currently working to meet the final two. The State's progress is described by the following:

1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system:
Completed for PK-12 in Spring 2005, through development of KIDS Assignment System. System uses eScholar's UniqID[®] system for ID assignment and tracking. A student locator framework using SIF standards was added through 2007 SLDS grant funds. Postsecondary and P-12 student data are linked and identifiers are stored in the Enterprise Data Warehouse along with an Anonymous ID for each student. The P-20 Data Mart includes longitudinally linked student data identified by Anonymous IDs.
Will transition postsecondary and adult education from Social Security Numbers to same ID Assignment System through this grant.

2. Student-level enrollment, demographic, and program participation information: **Completed** for K-12 in 2005-2006 SY, through development of KIDS Collection System and for postsecondary, through KHEDS, 2 years earlier. **Will be enhanced** through this grant by adding preschool education program data, school engagement and behavior data, and data from private postsecondary institutions.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs: **Completed** for PK-20 through development of KIDS and KHEDS Collection Systems. **Will be enhanced** through this grant through collection of K-20 information about students who transfer to schools out of state (MEIC multi-state SLF and NSC projects) or transfer to private postsecondary institutions in state.
4. The capacity to communicate with higher education data systems: **Completed** in 2007-2008 SY through implementation of a matching process made possible by 2007 SLDS grant. **Will be enhanced** through this grant by transitioning postsecondary institutions to KIDS ID Assignment System.
5. A State data audit system assessing data quality, validity, and reliability: **Completed** numerous validity and edit checks, master data management, tools that allow schools to review their data, specific "how to check data" guidance, a DQC program for multiple data roles, and development of a data governance process for PK-12 through state and 2007 SLDS grant dollars. **Are enhancing** data audits and DQC Program, including addition of a postsecondary DQC Program, through 2009 SLDS grant.
6. Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA of 1965: **Completed** through the KIDS Collection System 'TEST' collection, which ties assessment information to student IDs. Longitudinal test data are loaded into the EDW with relevant student program and demographic information.
7. Information on students not tested, by grade and subject: **Completed** through the KIDS Collection System 'TEST' collection, which ties test information—including information on students not tested—to student IDs.
8. A teacher identifier system with the ability to match teachers to students: **Under development** through a 2007 SLDS grant. Educator IDs (EID) replaced Social Security Numbers in the Teacher Licensure and Assignment Systems and the state moved to

state course codes. Development of the process for collection of student course completion data is under development, enabling the link between student and teacher to be established via course information.

9. Student-level transcript information, including information on courses completed and grades earned: **Under development** through a 2009 SLDS grant. Standard state course codes have been established and districts have mapped to them. A contract with Docufide is in place and requirements are being gathered for the student transcripts and course completion collection, which will be a KIDS collection. The process will be piloted in Spring 2010 and will be required for all districts for the 2010-2011 school year.
10. Student-level college readiness test scores: **Completed** through a 2009 SLDS grant. A process for matching KIDS records to ACT records has been developed and the student level ACT data , linked to the KIDS ID, are loaded in the EDW.
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework: **Completed** through a 2009 SLDS grant, for transitions to Kansas public postsecondary institutions. Data will be made available through the P20 data mart. **Will be enhanced** through this grant to use data from the National Student Clearinghouse in order to provide information about transitions to out-of-state and private postsecondary institutions, and to provide high school feedback reports regarding this information via the P-20 data.
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education: **Completed** through 2007 and 2009 SLDS grants. The system includes the ability to enable and support students of PK-20 data including secondary to postsecondary transition, through linking PK-12 and Postsecondary student level data and providing the information in the P20 data mart; and through implementation and support of the Kansas Education Data Users Consortium, a partnership with Kansas Board of Regents, University of Kansas, and Kansas State University to support and encourage education research. **To be developed** under this grant, inclusion of workforce, financial aid, enhanced postsecondary retention/completion and school engagement data for all students who attend postsecondary

institutions. The information will be provided to appropriate education stakeholders through the P20 data mart and high school feedback reports.

Further demonstrations of the progress of the KSDE in fully implementing a longitudinal data system is reflected in its progress in meeting the Seven Required Data System Capabilities (see Figure (C)(1) on Page C-1 in the Appendix).

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.³

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(Enter text here.)

One goal of the KSDE plan to fully implement a statewide longitudinal data system is to *expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies*. The KSDE and Kansas Board of Regents (KBOR) realize the importance of informing important questions related to policy and practice by data that is integrated across

³ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

agencies. Progress toward this goal will be attained by completing the **Activity to enhance data system connections between agencies and organizations**, as outlined below:

- Both KSDE and KBOR have data systems that include unique student identifiers, but to establish the P20 connection, core data elements must be manually matched and the linked IDs stored, a time-consuming process that results in approximately a 70% match rate. Currently, KBOR's adult basic education data system (PABLO) does not use the KSDE or KBOR student IDs, so there is no good way to link those data with P20 data. KBOR will adopt KSDE's KIDS Assignment system for KHEDS and PABLO so that one identifier follows the student throughout his/her education career, reducing the effort required for, and increasing the accuracy of, cross-agency links. Completion of this activity will streamline tracking of student progress, from preschool through postsecondary school and/or adult basic education.
- The KIDS/KHEDS link enables identification of students who transition from Kansas PK-12 schools to Kansas postsecondary institutions. In order to establish a more complete picture of how well students transition into postsecondary institutions, and to meet the metrics established for SFSF, high school graduates who transition into postsecondary institutions outside of Kansas will be tracked as well. In addition, postsecondary dropouts will be tracked to determine if they are continuing their education in another state. The National Student Clearinghouse (NSC) provides data and processes for tracking students who attend out-of-state postsecondary institutions. KSDE will contract with NSC to obtain an annual data load of Kansas' students who attend postsecondary institutions outside of Kansas, and these data will be included in the EDW and in KHEDS and made available via the P20 data mart.
- Employment data are key to understanding the level of alignment of education programs, resources, and incentives with workforce demands. Through an agreement with KDOL, KBOR obtains employment information for graduates of the postsecondary data system. The data are from the unemployment insurance system and include employment status, salary range, and the North American Industry Classification System (NAICS) code. Students who move directly from high school into the workforce without attending postsecondary institutions, adult education students, and students who leave postsecondary education before graduation

are not included in the file sent to KDOL. KBOR will work with KDOL and KSDE to develop a process for tracking all students who move from education to work and make the data available via the P20 data mart. KBOR, KSDE, and KDOL will enhance their current agreements and governance structures to address data sharing, confidentiality, and ownership issues.

- Studies have shown that student engagement in school is critical to academic success. These data are not currently in the EDW, but some engagement data are available from the student survey section of the ACT. Therefore, KSDE will include ACT survey items that measure student engagement in the EDW and make them available through the P20 data mart.
- The existing P20 data mart has the basic framework for providing cross-agency data to educators and policy makers, but it lacks employment, engagement, and financial aid data, all important to making good program and policy decisions. The P20 data mart will be expanded to include data needed to support metrics required by the SFSF and needed to better inform policy and program decisions.
- Early childhood education data are collected by a number of state agencies in Kansas, including KSDE, SRS, and KDHE. Data collected by the various agencies differ in level of detail and data elements collected. Even when agencies report they collect the same data element, the data often vary in definition and format. Because it is important to understand an individual's experiences throughout his/her education career, KSDE will work with the Early Childhood Data Group, a subgroup of the State Early Childhood Advisory Committee, to understand the various early childhood data systems within the state, identify data elements that are important to share, and outline a process for enabling such data sharing.
- Currently, limited data sharing agreements/arrangements exist between KSDE and SRS, the Kansas Bureau of Investigation (KBI), and KBOR; and between KBOR and KDOL. Each agreement is for a specific purpose (e.g., the KSDE/SRS agreement qualifies students for the free/reduced lunch program and the KSDE/KBI agreement helps locate missing children) and would need to be expanded for the activities proposed in this grant. KSDE and KBOR will work with other agencies to enhance interagency agreements and governance processes that address data sharing, confidentiality, and data ownership issues.

- An additional activity to meet this goal is to **expand the scope of the postsecondary education data system**. KBOR leaders are building a public agenda for higher education based on five strategic questions: Are our educational systems aligned? Are we satisfied with the level of participation in Kansas higher education? Are we satisfied with our institutional retention and completion rates? Are we satisfied that those who complete our educational programs have obtained the cross-cutting competencies and skills necessary for success in work and in life? Are we aligned with the Kansas economy? With 2009 IES grant funds, Kansas is implementing a K-12 to K-12 and high school to college eTranscript initiative. The eTranscript initiative has generated interest in college to college electronic transcripts among Kansas postsecondary institutions, which could make exchange of course information more accurate and consistent. The contract with Docufide, Inc. will be expanded to include college to college eTranscripts, and the Steering & Advisory Committees will expand the scope of their work to include college to college eTranscript transfer.

Policy makers want to know such things as how much students pay for education, how much debt students have when they leave school, and the impact of education costs and debt on persistence in education and employment choices. KHEDS does not contain all data needed to answer these questions. However, all postsecondary institutions that participate in the federal student financial assistance program are required to report financial data to the Integrated Postsecondary Education Data System (IPEDS)-broken down into categories like state and local appropriations and tuition and fees--that can help answer policy questions. To streamline data reporting and reduce burden on reporting organizations, KBOR will enhance KHEDS by linking and downloading IPEDS surveys. KBOR will integrate data from its own student financial aid data collection with the IPEDS data for reporting purposes, and the integrated data will be available for inclusion in the P20 data mart.

Licensure/credentialing exams are designed to measure students' readiness to move from education to employment in their chosen fields; and to allow intra- and inter-state comparisons that can be used to evaluate preparation program quality. These data are currently not included in KHEDS. If program completion and licensure/credentialing data for such fields as nursing, engineering, social work, cosmetology, welding, and teaching were included in KHEDS and linked to workforce data, the state

could both use the data for program improvement efforts and to determine how well a given exam predicts success in the chosen occupation. Therefore, KBOR will work with postsecondary institutions to develop a process for obtaining program completion data and work with licensure/credentialing agencies to obtain exam data for program completers, and the integrated data will be available for inclusion in the P20 data mart.

While KBOR currently collects data from all public postsecondary institutions in Kansas, data on students attending independent or private colleges are not captured. Capturing these data would allow the state to more accurately track all students throughout the P-20 system. Because it does not have governance rights over private or independents, KBOR will develop a modified submission system to capture key data on students in these institutions and will build support for the system by offering the private/independent institutions reports and data access that proves the value of participation.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
(Enter measures here, if any.)					

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

- (Enter text here.) The goals, activities, timelines and responsible parties are summarized in Table (C) on page C-3 of the Appendix. (C)(3)(i). To increase the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, overall effectiveness, and continuous improvement processes within the Kansas Systemic Reform model, educators require data to identify effective practices, inform instructional decision making, and evaluate the effect of their decisions on student learning. Currently, educators look up and enter data on paper or electronic spreadsheets to identify needs, search for effective practices and/or

programs to meet the needs, determine and provide needed professional development, and develop local systems for evaluating the practices and/or programs. A process for summarizing data and results across schools and districts for use by policy makers, using the model as the framework, does not exist. State agencies, particularly KSDE and KBOR, have data that could be extremely valuable to schools as they implement the Kansas Education Improvement Process; and additional data collections are planned under this grant. Activities supported by this grant will develop and implement an organizing framework for the data and will integrate and unify the data interface for educators and policy makers.

- To meet the goal to *ensure that data can be accessed, analyzed and used, and communicated to all stakeholders to promote continuous improvement*, the KSDE will complete the activity to **implement a Collaborative Workspace and reporting system** designed to enable educators to deliver high-quality, challenging, engaging 21st century instruction to every student through the use of instructionally sensitive assessments, timely assessment results, and teaching resources that are aligned with academic standards and student proficiency levels. The KSDE proposes to develop a Unified Standards Management and Reporting System (USMRS)—to link the State standards (reading, mathematics, writing, science, and history/government), the Career and Technical Education career clusters, and the Kansas 21st Century Learner Profiles. USMRS will provide KSDE program staff an easy interface for adding new standards in all categories, documenting attributes of each of the standards (such as grade level and effective date), and managing links between the various standards. In addition, it will include a flexible reporting system, which will allow program staff, teachers, and other education stakeholders to search for specific standards and to generate on-demand, cross-referenced information regarding the standards.
- In 2005, KSDE developed and implemented the Kansas Educators Resource Center (KERC), a web-based application that provides teachers with a library of instructional materials linked to Kansas academic content standards. Additionally, the KSDE has libraries of instructional resources that are located on its website under multiple programs and content areas instead of within KERC. KSDE will integrate the existing KERC resource library with the unified standards in the USMRS; and will include functionality for dynamic linking of additional instructional resources to the USMRS. The USMRS will also include functionality to allow educators

to submit their own lesson plans and resources online, which can then be reviewed, approved, linked, and added to the USMRS resource library.

- Although unification of standards and the linking of standards to instructional resources can be very helpful to educators, continuous improvement requires a solution that facilitates the integration of standards, behavior data, assessment data, and instructional resources. KSDE has developed a student operational data store (ODS) that contains student data from KIDS, including demographic, program participation, and historical state assessment data. The ODS will also soon include course completion data. To meet the instructional decision making needs of educators, KSDE will enhance the student ODS with additional data as it becomes available and will design and develop a Collaborative Workspace for educators that will deliver on demand, multiple-format, cross-referenced information. The interface to the workspace will provide authenticated access for a classroom instructor to data for students in his/her classroom, linked to instructional resources and standards available through the USMRS. In the initial phase of the Collaborative Workspace, the student level data will include the KIDS demographic data as well as each individual student's history of results on state assessments – all currently stored in the student ODS. The system will be designed to accommodate future expansion to include student behavior data, formative assessment results, ACT engagement data, and local district data. As data are included in the student ODS, it will be made available to the students' teachers through multiple iterations of the Collaborative Workspace.
- In 2007 KSDE developed and implemented a discipline incident data collection system (KAN-DIS) which is available free of charge to all schools and includes incident-level data for individual students. With funds from this grant, the KAN-DIS system will be enhanced to collect additional student behavior data. However, looking at behavior and discipline data in isolation of achievement and other data (e.g., engagement in schooling) is of limited value when developing educational plans for students. In iteration 2 of the Collaborative Workspace, behavior data will be loaded from KAN-DIS into the student ODS and made available via the Collaborative Workspace so that it can be analyzed with demographic, program participation, and state assessment data.
- While longitudinal results of state assessment data provide educators point-in-time student results, they additionally need

instructionally sensitive and current assessment data as well as data about programs and courses their students have completed. The third iteration of the Collaborative Workspace will include information about courses most recently completed, ACT school engagement data, and results from the Formative Assessment System.

- In previous iterations of the Collaborative Workspace, all data have come from the student ODS at KSDE. Local districts have a wealth of additional data which can create a more complete picture of the student and inform the teacher's instructional decisions. KSDE will collaborate with SIS vendors, school administrators, and teachers to identify and standardize data elements and formats for integrating local student data, like daily attendance, into the Collaborative Workspace. Standardization will include using SIF formats wherever possible.
- Integrating data within a Collaborative Workspace does not go far enough in helping educators improve instruction, since few educators have the skill to develop effective metrics and reports from the integrated data. KSDE will enhance the system by including an early warning metric that identifies students who need immediate assistance; teacher and administrator views that make data in the Collaborative Workspace actionable; and teacher and parent report templates.

An additional activity to meet this goal is to **implement a Unified Accountability and Planning (UAP) system** for state and federally-funded programs to help focus district and school improvement efforts.

- Currently, KSDE's accountability planning systems for LEAs participating in state and federal programs (e.g., Quality Performance Accreditation, Title I, Title II, Title III, career and technical education, and IDEA) are not integrated and require redundant, disjointed planning and reporting on the part of districts and schools. These organizations must develop multiple plans without a coherent roadmap for designing or completing the various components of each of the plans. This is very inefficient and confusing and almost always results in plans that are developed just to address accountability requirements rather than to guide what the staff is doing in the schools and districts. KSDE will identify the required components of each accountability system and identify redundancies and conflicting requirements. It will take much planning and collaboration to implement a Unified Accountability and Planning (UAP) system that is acceptable to each program affected, even though an integrated accountability model for school

improvement planning will minimize confusion and maximize focus. KSDE leadership will use the documentation of redundancies and conflicting requirements as it works with program staff to develop the UAP. The UAP will be designed to allow districts to easily coordinate current year plans with past years' plans by providing them prior data as they develop their new plan. The UAP will allow educators to be coherent in their approach to instructional decisions and their support for initiatives targeting school improvement; however, it will be a major change for KSDE and district staff and that will be supported by the provision of professional development in many formats to enable the staff to use the system effectively.

(C)(3)(ii). Activity: Train Educators to Use the Collaborative Workspace.

To support participating LEAs and schools that are using instructional improvement systems in providing effective professional development to teachers, principals and administrators, the KSDE will train educators on how to use these systems and the resulting data to support continuous instructional improvement. While the Collaborative Workspace will provide the data needed for the Multi-Tier System of Supports (MTSS) instructional decision making process in Kansas, the KSDE recognizes that providing data is not sufficient for change to occur. Thus, training will be designed to encompass both how to use the technical components of the system as well as how to effectively use the data and reports available via the Collaborative Workspace to positively impact the learning of each student. The training strategy will be integrated with the objectives of MTSS. Since not all individuals or educators learn in the same way, multiple training modes will be offered, including online, train-the-trainer, and remote delivery. The KSDE will conduct formative evaluations to continuously assess the effectiveness of its professional development and training opportunities to inform needed enhancements to the modules. Evaluation activities will include reviewing and summarizing feedback collected as part of each module as well as through surveys of instructional staff using the Collaborative Workspace.

(C)(3)(iii). Support Research and the Use of Research.

The KSDE will further develop processes and procedures to make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students. The KSDE

and KBOR have a long history of supporting research and the use of research. The development of a high-quality longitudinal database will result in more numerous requests for data from an expanded audience of stakeholders requesting confidential or restricted use data. As an activity of this grant, the state education agencies will develop a curriculum that will be mandatory for researchers wanting access to restricted use data. The agencies will work with researchers and university staff—and they will review similar curricula in other states—to outline the specific objectives and content of this training. Appropriate excerpts and materials from the NCES Forum products regarding metadata and data ethics will be included. The training will be offered online and a minimum threshold of competency will be established before access to restricted use data is provided.

The State of Kansas encourages researchers to use its longitudinal education data to conduct research that is meaningful to practitioners and policymakers. Research is directly supported through the Kansas Education Data Users Consortium (KEDUC), which was established with an SLDS grant to accomplish a state research agenda, and is indirectly supported through a data request process. Kansas is also exploring avenues for working with the Kansas City Area Research Consortium (KC-ARC), which is patterned after the Consortium on Chicago School Research (CCSR), to further enhance the culture of research in education. Like CCSR, the goals of KC-ARC and KEDUC are to use university researchers from multiple disciplines to conduct research that speaks to the central problems with which practitioners and the broader community are grappling; and to help practitioners use research to manage school improvement efforts. The KSDE proposes to use the expertise of KEDUC and KC-ARC researchers to help ensure the success of SLDS work by offering competitive stipends to KEDUC and KC-ARC researchers for the purpose of conducting formative evaluations of three outcomes and presenting back actionable information about outcome progress. The outcomes to be evaluated were selected because they are likely to have the most impact: (1) to implement a collaborative workspace and reporting system to enable educators to access, analyze, and use integrated data to support targeted student instruction for school improvement and to easily generate reports for parents and other stakeholder groups; (2) to implement a unified accountability and planning system for state and federally-funded programs to help focus district and school improvement efforts; and (3) to streamline data access regarding educator preparation programs and implement an educator career pathway performance and planning system (see Goal (D)(1)(iii) Great

Teachers and Leaders section for activities supporting this outcome).

More detailed information on the timelines and persons responsible for these goals and activities is provided in the Budget Narrative for each project/activity.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

(Enter text here.)

Evidence for (D)(1)(i). Legal, statutory, or regulatory provisions that allow alternative routes to certification.

See page D-1 in the Appendix.

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

Kansas has developed over time a strong restricted pathway to licensure. The Professional Standards Board recommended adoption of the restricted license as part of the new performance-based licensing system in Kansas. Kansas' Restricted Teaching License Alternative Pathway is intended to respond to school districts' needs in hiring qualified, licensed teachers. The restricted license allows immediate access to practice for any individual who has completed a minimum of a bachelor's degree, who has a set grade point average (minimum GPA of 2.5), and who wishes to become a teacher. The regulation allows for school districts to hire this individual, while partnering with an institution of higher education that has an approved program for delivery of the professional education sequence. Restricted licensed candidates are middle level, secondary, all levels of foreign language, art, music and physical education. Candidates are required to hold a minimum of a bachelor's degree in the content area.

The Kansas Transition to Teaching (T2T) five-year grant program developed a plan of operation to implement the restricted license alternative route to licensure. Involving key stakeholders from the education community in the development of the plan was a critical component of the project and provided another step toward ensuring the quality of teachers. Membership included representatives from the Kansas National Education Association, United School Administrators, and the Council of Education Deans of the Board of Regents institutions, the Kansas Association of Private Colleges of Teacher Education, the Kansas Association of School Boards, the Kansas Parent-Teacher Association, the Kansas Association of Non-Public Schools and the Kansas Vocational Association. The comprehensive nature of this group provided a strong basis for sharing information, identifying needs, and developing a collaborative agenda for the project, which is being refined through the establishment of the Restricted Pathway Advisory Board. Data benchmarks are being developed by the advisory group, which consists of representatives from all stakeholder groups.

The central strategy was the development and implementation of the Kansas Center for Recruitment and Educator Development Online (CREDO). CREDO was designed to generate continuous improvements in teacher quality rather than an emergency supply of teachers for the short term. This was accomplished by facilitating the development of partnerships between high need local school districts, teacher preparation institutions, and mid-career professionals or recent college graduates. The primary outcome was to increase the number of teachers available while maintaining high teacher quality standards. During the five years of the project, 200 newly certified teachers were prepared for teaching using a “shared responsibility” on-line teacher preparation program with 12 participating institutions of higher education. Candidates were provided supervised, school-based experiences and a LEA assigned mentor; the university provided a supervisor. Annual progress reports were provided. Candidates were given up to three years to complete the program, were provided ample options for evening and summer courses, and were provided course options that were campus based, internet based, or a combination. Candidates were required to pass content and pedagogy tests. Candidates are awarded the same level of certification that traditional preparation programs award upon completion.

The eight-member Advisory Board established a curriculum/technology subcommittee to develop an online professional education curriculum that would meet the Kansas Professional Education Standards. This committee of professional educators developed the online curriculum, which was subsequently approved by a panel of master teachers and teacher educators. CREDO designed and implemented a recruitment plan for the restricted license (alternate route) program, which included recruitment materials for Local Education Agencies (LEAs) and IHEs, a website, and a Transition to Teaching Handbook. The creation of this Center provided the infrastructure required to support high needs districts and institutions of higher education in the recruitment, placement, and preparation of T2T candidates. All of the above-mentioned practices currently continue as KSDE, in cooperation with the higher education community, monitors progress. Candidates not making progress are not allowed to continue in the program.

Thus, Kansas has supported the development of an on-line alternative curriculum used collaboratively to assure an accessible and quality preparation program regardless of geographic challenges. The State has monitored and evaluated the academic progress for

alternative candidates to ensure quality indicators were met. It has designed and implemented statewide licensure fairs to ensure access and opportunity for candidates; included ample encouragement for local community members, representing numerous racial/ethnic and cultural groups, to attend. Since its inception, 829 teacher/leaders have been certified through this alternative route and the number of participating institutions has expanded. In 2008-09, 124 teachers were certified through this alternative process compared with 1730 teachers/leaders certified through traditional routes.

The Restricted program is based on the data which informs teacher shortage areas. Kansas currently has over 8,000 fully licensed principals who choose to fulfill teacher roles; therefore, an abundance of principals indicates that an alternative route is not necessary at this time. Kansas offers the Restricted Program to the USED-supported Troops to Teachers, which provides on-line coursework utilized by troops who are deployed in both Iraq and Afghanistan. With the support of KSDE, qualified spouses are candidates as well. Another opportunity is provided by the KNOtT program, a consortium consisting of institutions of higher education in Kansas, Ohio, Nevada and Texas. (www.KNOtT.org). This program evolved as a result of relationships developed with other quality alternative programs that were being developed among the states' IHEs. Because of the success of KNOtT leadership and success in alternative licensure programs, national standards for alternative programs are being written and have been shared with the USED. This organization is responsible for the thousands of successful teacher and principal candidates who chose the field of education and received exemplary training.

The KSDE is committed to continuing to work within the above mentioned programs in expanding alternative licensure opportunities in Kansas. The KSDE proposes to fund faculty at the ten IHEs participating in the Restricted Teaching License Alternative Pathway to provide orientation and training to the faculty about the program, to increase capacity to provide individual student mentoring and field experiences, and to provide diversity to the faculty that mirrors the student body served. KSDE also proposes to plan, develop and implement Alternate Teacher Preparation Programs, which will provide greater access for troops and their spouses. In an effort to sustain the focus on improving alternative pathways to licensure, the KSDE will establish an Alternative Advisory Committee to maintain contact with stakeholders, review alternative licensing policies, create a positive image

for alternative licensure programs, communicate and clarify state regulations for stakeholders, and recommend updated policies to the KSBE. The KSDE will also establish a chapter of a nationally recognized association for alternative licensure.

(D)(1)(iii). The KSDE has instituted a process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

To meet the State's objective of providing an effective educator in each classroom and an effective leader in each school, the KSDE formed two separate Commissions: The Teaching in Kansas Commission (TKC) and the Kansas Educational Leadership Commission (KELC). The TKC was formed at the desire of former Commissioner of Education Alexa Posny to study and make recommendations concerning recruitment and retention of the educator workforce. A group of over 200 stakeholders, including policymakers, met over a one-year period. Five subcommittees were formed—teacher preparation, salary/benefits, working conditions, regulation, and image and promotion—to make recommendations to the KSBE. Thirty-eight tiered goals were accepted by the State Board (see page D-2 in the Appendix for a summary of goals). The first TKC goal for Teacher Leadership has been accomplished, which makes Kansas one of the first states to add a professional standard addressing teacher leadership to its Kansas Professional Education Standards. RTTT funding would allow the KSDE to expedite attainment of these goals, beginning with the establishment of a Teacher Leader Advisory Committee comprised of members from private and public institutions of higher education and teacher leaders representing all regions and district sizes across the state.

The Kansas Educational Leadership Commission was formed to study and make recommendations about the critical role leadership plays in the success of student learning and achievement. The Commission made 12 strategic recommendations to the KSBE related to leadership in Kansas schools. (See page D-6 in the Appendix). KELC recommendations were structured around areas of Teacher Leadership, Preparation Programs, Leader Evaluation, Professional Development, Administrator Induction, and Conditions of Work. Through KELC, the state is now having initial conversations with selected LEAs to examine instruments that are currently being used in the state in an effort to move toward a formalized evaluation design group; experts from the Educational Testing Service (ETS) are guiding the evaluation efforts. Kansas is currently, and has been for the past eight years, an ETS state

using the School Leadership Licensure Assessment (SLLA) to license building principals as well as a district leadership assessment.

The KSDE was one of six states (Florida, Indiana, Kansas, Louisiana, Rhode Island and Tennessee) successful in their application to gain membership in the National Governor’s Association’s Center for Best Practices Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness. States were selected to be part of the Center and to develop an educator career performance and planning system because they are positioned to undertake this task and have the leadership necessary to make it happen. The states are interested in the project because they do not currently have systems that allow comparisons of their preservice education programs or that provide an understanding of the supports given to novice teachers and the impact of those supports. KSDE will develop its Educator career Pathway Performance and Planning (E3P) system framework using input from districts, preservice institutions, and the partner states. Through this membership, KSDE has engaged stakeholders across the state and nation in planning a new model of teacher compensation to recruit new talent to the teaching profession, to retain existing talent, to provide incentives for teachers to work in hard-to-fill content areas and geographical locations, and to pay teachers for their contributions to improved student achievement. The work of the policy academy panel is now focused on the white paper, “Supplemental Report to the Kansas Teaching Commission,” which was developed by the salary benefits subcommittee. After both local and national conversations, the NGA Policy Academy is committed to the following recommendations:

1. The NGA Policy Academy recommends that teacher salaries in Kansas be raised to the national average
2. That all teachers have the opportunity to attain “professional” status within 10 years of beginning their career.
3. That additional compensation be available to accomplished educators, including:
 - serving in teacher leadership roles,
 - providing professional development for colleagues,
 - working on projects beyond standard expectations for teachers,
 - serving in specialized teacher roles,

- coordinating specialized programs or projects,
 - attaining National Board Certification,
 - demonstrating specialized skills, and
 - engaging in community outreach.
4. That additional compensation is available to teachers for achieving school/department/grade-level student achievement.
5. That best practice in developing teacher compensation systems is used, including:
- guaranteed stable, adequate state funding;
 - commitment to and stability of local funding;
 - an infrastructure to support all aspects of a new compensation system;
 - acceptance for a change in the compensation system;
 - a phased-in plan for the transition to the new compensation system;
 - compensation that is sufficiently large enough to justify the time, effort and risks involved in pursuing the elements of the new compensation system;
 - choices about which aspects of the new compensation system teachers wish to pursue;
 - professional development;
 - a simple compensation system that is easy for all to understand; and
 - an avenue for appeals.

The state leadership team is considering the items listed above. KSDE's continued participation in the NGA Policy Academy will support the development of pilot programs and implementation in districts.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,

activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

(Enter text here.)

(D)(2)(i). The KSDE will establish clear approaches to measuring student growth and measure it for each individual student.

KSDE intends to use a growth model based on student learning, which will be designed by stakeholders and supported by research from Linda Darling-Hammond and John Bransford , Charlotte Danielson, Laura Goe, Larry Lezotte, Robert Marzano, Michael Fullan and Douglas Reeves. Data derived from the growth model will be housed and maintained in the KSDE’s longitudinal data base and made available to stakeholders. See section (C)(2) for further description of the longitudinal data system.

(D)(2)(ii). The KSDE will design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

To accomplish this goal, KSDE will enter into a Memorandum of Understanding with the Educational Testing Service (ETS) to strengthen its existing principal and teacher evaluation requirements and processes (see pages D-13 and D-20 in Appendix for MOU). KSDE will work with this experienced evaluation vendor and key stakeholders to bring a level of standardization to the processes now used for annual principal and teacher evaluation. By standardizing these processes, the State will have an exemplary pilot model by which teacher and principal effectiveness can be measured. KSDE recognizes that, to date, there has been inconsistent standardization, rigor, or meaningful results for teachers or their students that emerge through existing teacher evaluation instruments. KSDE proposes to work with educators through professional organization nominations to design, develop and implement a standardized means of evaluating teachers and principals, and to identify effective teaching in order to inform decisions regarding employment, compensation, professional growth, and other factors. This evaluation process will include a scoring system that differentiates

teacher and principal effectiveness using multiple rating categories and rewards principals and teachers who comply with the process.

KSDE will form Evaluation Design Teams (EDT) who will work on the design and development of the principal evaluation system and a team for the development of the teacher evaluation system in the first two years of the grant. In every step of the process—from development, to piloting, to implementation—Kansas educators will work with assessment and psychometric specialists to make critical decisions. The EDT will consist of representative stakeholders who reflect all relevant professional populations for this evaluation, including but not limited to: practicing teachers, practicing principals, practicing superintendents, faculty from approved teacher/principal preparation programs, and members of local Boards of Education who employ principals. In addition, in recruiting for EDT membership, diversity will be assured through (1) recruitment from stakeholder groups that include teachers, school and district administrators; (2) statewide geographic representation; (3) inclusion of small and large districts; (4) representation of all levels (elementary, middle and secondary) and content areas taught; and (5) representation on demographic characteristics that include gender, race/ethnicity, and years of experience.

The EDT will be responsible for agreeing on a set of frameworks or standards on which the assessment will be based, determining how to group the standards for measurement in the evaluation instrument, designing/identifying the best set of instruments to work with as “multiple measures,” trying out the evaluation, assisting in recruitment for the piloting of the instrument, formatively scoring the pilot responses, refining the final evaluation iteration, and designing feedback reports to teachers, schools, and districts. Types of evidence that will be included in the teacher evaluation system are:

- Student achievement data
- Classroom observation,
- Teacher planning, instructional and assessment artifacts,
- Student work,
- Teacher and student reflection, and

- Other possible measures, such as student survey data, pedagogical content knowledge exercises, evaluation of teacher assignments and assessments, and documentation of teacher contributions not covered by other instruments.

Student achievement data employed in the teacher evaluation system will utilize growth models based on state assessment results for those teachers teaching in grades and subjects assessed. Current and planned end-of-course assessment data will be employed for high school teachers in courses covered by such assessments. For those teachers outside grades and subjects covered by state assessments or end-of-course assessments, several possibilities will be explored. These include newly developed assessments used in common courses within districts, regions or states; or a protocol that requires teachers to submit in portfolio-type style their course objectives tied to the assessment framework for one or more courses a year and student achievement evidence that shows mastery of the course objectives.

For principals, multiple measures over time will be included in the evaluation system, including job-embedded performance activities, school progress on the state assessments, and principal interaction with individual teachers with whom the principal has elected to work during the course of the year for teacher professional growth.

A major effort in years 2 and 3 will revolve around piloting the instruments and processes. The system will be piloted in a variety of settings selected by measurement experts using a solid sampling plan and selection process. Piloting will be completed within a year after the design and development are completed. KSDE will seek as many districts as feasible in an effort to simultaneously field test and inform the education community about the system and to encourage them to participate in the testing and refinement of the system prior to full implementation. A standard setting study will be conducted for both principal and teacher evaluation systems to determine levels of proficiency and a passing standard for teachers and principals and to determine pay-for-performance criteria.

In years 3 and 4 of the grant, the KSDE will work with the assessment vendor to design the processes that will support the strong use of the evaluation instrument. Rigor will be established by enforcing evaluator qualifications, training the evaluators, and ensuring that evaluators stay calibrated to the scoring rubrics. Scorers will be trained on the use of scoring protocols, bias

awareness, the evaluation component they are scoring, the rubric for that component, taking good notes, and assigning scores. The first cadre of or scorers as well as annual new scorers will be trained in person. Subsequently, all scorers will participate in annual virtual training sessions.

(D)(2)(iii). The KSDE will develop an annual evaluation system for teachers and principals that includes timely and constructive feedback; as part of such evaluations, teachers and principals will be provided with data on student growth for their students, classes, and schools.

KSDE is committed to developing, with guidance from experts at ETS, a state evaluation instrument for both teachers and principals to be piloted during the 2013 school year. The instrument will be a research-based tool designed on the elements agreed upon by a representative stakeholder group selected by each professional organization. The research-validated evaluation instruments designed, developed or modified in the first two years of the grant, evaluator training procedures, and evaluation processes will be widely piloted in representative districts. A key outcome of the evaluation system will be providing actionable feedback for (1) educators who are evaluated, (2) schools and (3) districts. Teachers and principals will be provided with both written and verbal feedback on their strengths and on areas where improvement is needed. Teachers will use that feedback to plan professional growth experiences directly targeted to the needs of their students and their own professional needs. Teachers and principals will also be provided a tool that helps them reflect on their professional careers and can be used to develop future plans.

The KSDE's Educator career Pathway Performance and Planning (E3P) system will give teachers access to their preparation, licensure, assignment, evaluation, and survey histories (in phases 1 and 2). In phase 3, teachers will be allowed to customize their E3P views by adding information about professional development activities and work samples, and by creating personal portfolios that can be shared with potential employers. (Data added to E3P by teachers will not be accessible to other audiences without teacher permission). The evaluation will also provide teachers with information to help guide them into possible leadership opportunities.

The evaluation system for principals will begin in summer months with the completion of a Needs Analysis. Together with

his/her supervisor, the principal will develop a long-term professional growth plan and will formulate an Action Plan for the ensuing year. The Action Plan will directly address school or teacher needs for which the principal is responsible. Principals will be either encouraged or required to work with a Professional Growth Team (PGT) consisting of the supervisor, a colleague, and a teacher. The PGT will serve as an advisory group to the principal throughout the year as the principal enacts his/her Action Plan.

As the Action Plan is carried out, the principal will collect evidence of what he/she has done to address its key points. This evidence will be collected through documentation, input from staff and colleagues, and supervisor observation. Documentation may include assessments, assessment data, teacher retention data, attendance data, disciplinary data, community interactions, and financial data. The evidence will be submitted electronically on an ongoing basis as components of the Action Plan are completed. Through this process, the principal will be targeting need areas for his/her own practice and for his/her school and addressing those needs. The principal will grow as a result of this process and will improve the school at the same time.

In addition to providing feedback on teacher and principal strengths and needs, educators will be provided data on student growth for their classes, schools, and district. In order to implement and maintain an evaluation system of this magnitude, a number of services are required of the KSDE's Information Technology team. These include website maintenance, a platform for submission of evidence, a platform for inputting scores, a platform for reporting scores, a data tool, creation and updating of all documentation, and data analysis capabilities. Additional online assistance will be provided for virtual scorer training, the use of scoring protocols, and scoring monitoring. The KSDE IT team will develop software, provide the server, and enable online data collection efforts to support the implementation of a common statewide teacher evaluation system.

The KSDE will be able to view individual teacher and principal results as well as aggregated reports, including reports that provide disaggregated data through various demographic factors.

(D)(2)(iv). Use these evaluations to inform decisions.

Under NCLB, participating LEAs have gained knowledge and expertise in data-driven decision-making. These skills will serve them well in using data generated by an improved teacher and principal evaluation system. In the piloting of the evaluation system,

LEAs will produce scenarios of data that generated recommendations for principals or teachers to receive coaching, assistance in their early years of teaching and leading, or other professional development to improve their content or teaching expertise. These scenarios will be shared with other LEAs as they begin implementation of the evaluation system and using the data generated to inform decision-making.

Contiguous with recommendations of the Teaching in Kansas Commission, LEAs will be provided with models that use evaluation data to compensate, promote or retain teachers and principals. Options for incentives for highly effective teachers to gain additional compensation and additional responsibilities will be provided. Data generated by the evaluation system can be used to inform tenure, certification, and dismissal decisions. The evaluation system will include fair and transparent processes for data use and decision-making that LEAs will assist in defining. The National Governors Association's group is also working at this time on an incentive structure that this grant will take to an implementation level.

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.					

(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.					
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 					
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 					
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 					
[Optional: Enter text here to clarify or explain any of the data]						
General data to be provided at time of application:						
Total number of participating LEAs.		268				
Total number of principals in participating LEAs.		2,487				
Total number of teachers in participating LEAs.		42,872				
[Optional: Enter text here to clarify or explain any of the data]						
Criterion	Data to be requested of grantees in the future:					

(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.
(D)(2)(iii) ⁴	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

⁴ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

Recommended maximum response length: Three pages

(Enter text here.)

Evidence for (D)(3)(i):

Multiple groups within the KSDE are working to ensure an equitable distribution of principals and teachers to ensure that poor and minority students are served by highly qualified principals and teachers at the same rate as are all students. The KSDE is in the process of reviewing the distribution of minority students in schools across the state and selecting a cut point that meaningfully defines "high-minority" for purposes of enacting its Teacher Equity Plan, a work-in-progress that is expected to be modified and completed by June 2010.

(D)(3)(i). The KSDE will ensure the equitable distribution of teachers and principals by developing and implementing a plan.

Kansas, like many other states, has been working with local districts, teacher unions, teachers, colleges, and universities to disseminate information about Highly Qualified teachers as defined under NCLB and to identify whether students in high poverty and high minority schools have equitable access to highly qualified teachers. Data from the 2008-09 school year, for example, indicate that some inequities—though not large—continue to exist. For example while 9.5% of teachers in high poverty elementary schools (> 63.5% eligible for free/reduced price lunch) were not highly qualified, 6.3% of teachers in low poverty elementary schools (< 33% eligible) were not highly qualified. (The percentage for all elementary schools is 8.2%.) Inequities are larger for the core content classes, with the largest discrepancy in elementary math, which finds 34.4% of teachers not highly qualified in high poverty schools compared with 5.7% of such teachers in low poverty schools. Inequities between high poverty and low poverty schools at the secondary levels are somewhat larger than those found for elementary students in core content classes. Overall at the secondary level, 70.8 % of teachers at high poverty secondary schools are highly qualified compared with 87.2% of teachers at low poverty secondary schools. As data increasingly reflects the changing definitions of "highly effective teachers" to include measures of student achievement, measured inequities for high-poverty, high-minority schools could increase.

To ensure that students in high-poverty and/or high-minority Kansas schools have equitable access to highly effective teachers and principals, the KSDE has developed a plan centered on four goals: (1) to develop a cohesive data reporting system that provides measures for the qualifications, assignments, performance in the classroom, and distribution of teachers throughout the

state; (2) to improve the system of human capital and revise it as a mechanism to ensure a highly qualified, highly effective teacher in each classroom; (3) to increase specialized knowledge skills to ensure teachers are more effective with the populations of students typically served in high-poverty, high minority, and low-performing schools and that those skills are linked to teacher compensation; and (4) to improve teacher working conditions. Combined, these goals address both the need (*i.*) to ensure the equitable distribution of teachers and principals and (*ii.*) to increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas. Specific strategies for accomplishing each goal are outlined below; the responsible party is contained in parenthesis.

Goal 1: Develop a cohesive data reporting system that provides measures for the qualifications, assignments, performance in the classroom, and distribution of teachers throughout the state.

- Continue the collection of data on HQT in core content classes and the number of resignations, transfers, lay-offs and retirements in high and low poverty and high minority schools. (KSDE, LEAs)
- Produce an annual report of teacher “school to school” mobility, including identification of schools on school improvement status, to identify teachers leaving high poverty/minority schools to go to lower poverty/minority schools. (KSDE)
- Produce an annual report on October vacancies, including identification of school on improvement. (LEAs)
- Work with the T Q Center to identify districts that have high equitable distribution and low equitable distribution of teachers across the state based on years of experience, school poverty level, high minority level, and school improvement status. (KSDE)

Goal 2: Improve the system of human capital and revise it as a mechanism to ensure a highly qualified, highly effective teacher in each classroom

- Analyze hiring policies of districts with a school improvement status, including vacancy notification requirements. (KSDE)
- Analyze the cost effectiveness of current policies on financial incentives for teaching in a high needs schools. (KSDE)
- Define teacher effectiveness in Kansas. (KSDE, various committees)
- Revise the evaluation systems for measuring teacher effectiveness and improving teacher performance. (KSDE)

(D)(3) (ii). Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas.

The Teaching in Kansas Commission found that:

- 42% of Kansas teachers leave the field after seven years,
- 36% of Kansas teachers can retire within the next 5 years,
- 25% fewer students entered the teaching profession over the past six years,
- An 86% decrease in Kansas teacher biology licenses will occur within 6 years,
- A 50% decrease in chemistry licenses will occur within 6 years, and
- A 67% decrease in physics licenses will occur within 6 years.

To address STEM teacher shortage concerns, the KSDE proposes to contract for services with the University of Kansas Center for Science Education (CSE), whose mission is to provide leadership in science, technology, engineering and mathematics (STEM) education by:

1. Promoting and improving K-12, undergraduate, and graduate STEM education to enhance the quality of all Kansas learners,
2. Improving STEM teacher development, including recruitment, pre-service development, induction period support and in-service development,
3. Improving informal education and public outreach, and
4. Developing and expanding innovative, interdisciplinary STEM education research that addresses the initiatives of the CSE.

The primary activity of the CSE is the UKanTeach <http://UKanTeach.ku.edu>, UKanTeach is a program of the KU Center for Science Education resulting from a new partnership between the KU College of Liberal Arts and Sciences, the KU School of Education and Kansas school districts to develop the next generation of science and mathematics teachers. As part of this four-year program of study, students complete their B.S. or B.A. in mathematics and/or science and the UKanTeach coursework to obtain a secondary teaching license. UKanTeach is dramatically increasing the number of math and science teachers graduating from KU, resulting in over 100 new, highly qualified science and math teachers each year. This dramatic increase of graduates is resulting

from this new way of doing business—mathematics and science teachers are being prepared to teach in significantly new and effective ways. This dramatic expansion is rapidly overwhelming the existing infrastructure. With funding, the University of Kansas Center for Science Education will expand the existing program and will provide support to other IHEs in the state to implement a similar STEM teacher preparation program.

In addition, the UKanTeach induction program will increase the retention of newly licensed middle and high school science and math teachers, by moving them along the continuum from novice to expert teacher. The experiences provided by the UKanTeach New Teacher Success project enhance the teachers' content background, increase the use of research-based pedagogy, and provide the emotional support desperately needed by many new teachers.

Additionally, Goal 3—to increase specialized knowledge skills to ensure teachers are more effective with the populations of students typically served in high-poverty, high minority, and low-performing schools and that those skills are linked to teacher compensation—will be addressed by the following. The KSDE will:

- Analyze field placements to ensure teacher candidates are exposed to working with a variety of populations. (KSDE, LEAs)
- Identify master teachers and train them as high priority coaches to mentor and co-teach with their peers in failing schools. (KSDE, LEAs)
- Redesign teacher professional development to ensure learning opportunities are job embedded, collaborative, data-driven, and focused on student instructional needs. (KBOR)
- Provide specific online professional development modules for educators in high needs schools (KSDE, LEAs)
- Evaluate steps to connect teacher and student learning-data to move beyond proxy measures for quality (KSDE, LEAs)

Goal 4: Improve teacher working conditions

- Provide an in-depth rigorous induction and mentoring program for all new teachers in high-poverty, high needs schools (KSDE, LEAs)
- Strengthen leadership in low-performing schools and leadership preparation programs

- Support LEAs in exploring and implementing merit pay that awards effective teachers for improving student achievement.

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.					
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.					
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
[Optional: Enter text here to clarify or explain any of the data] The KSDE will collect baseline data with new definitions of high-minority and highly effective teachers. Current data reflects definitions of highly qualified under NCLB.					

General data to be provided at time of application:		
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).		
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).		
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).		
[Optional: Enter text here to clarify or explain any of the data] Baseline data will be collected when "high-minority" is defined in early 2010.		
Data to be requested of grantees in the future:		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.					
Percentage of science teachers who were evaluated as effective or better.					
Percentage of special education teachers who were evaluated as effective or better.					
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.					
[Optional: Enter text here to clarify or explain any of the data] Baseline data will be collected with the RTTT definition of "effective." The KSDE has been using the definition of highly effective defined under NCLB.					
General data to be provided at time of application:					
Total number of mathematics teachers.	2739				
Total number of science teachers.	2308				
Total number of special education teachers.	3937				
Total number of teachers in language instruction educational programs.	807				
[Optional: Enter text here to clarify or explain any of the data] Language instruction teachers was interpreted to mean foreign language teachers					
Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					

Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(Enter text here.)

(i) The KSDE will link student achievement and student growth data to the students’ teachers and principals, link this information to the in-State programs where those teachers and principals were prepared for credentialing, and publicly report the data for each credentialing program in the State.

The KSDE has the capability to link student achievement and student growth data to students' teachers and principals. Currently,

Kansas (as are all states) is required via the reauthorization of the Title II Higher Education Act to collect a number of data points concerning teacher preparation programs that result in licensure. While individual institutions may collect some of this information about their graduates, sharing of information across the state is limited. The KSDE will establish a statewide data collection effort that will link teacher and principal preparation data to student achievement and student growth data. Because there can be multiple preparation program types within one institution, this linkage will require more information than simply identifying the teacher preparation institution. KSDE will work with IHEs to identify and establish common data elements for preservice programs so that outcome data can be disaggregated by program type and can inform institutions and policy makers about the success of various preservice programs in preparing teacher candidates for their first assignments and in examining teacher effectiveness over time. The KSDE will develop reports that can be widely and publicly shared to help districts, schools, parents, and prospective teachers identify highly effective teacher education programs.

(ii) The KSDE will expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.

Recognizing that the teacher is the greatest contributing factor to student achievement, a group of states determined that there is power in collaborative problem-solving; these six states—Arkansas, Kansas, Missouri, South Dakota, Utah and West Virginia—have joined together to envision a new system of educator recruitment, preparation, development, and empowerment to transform today’s traditional schools into tomorrow’s dynamic learning environments. Faced with similar challenges in recruiting and retaining highly skilled teachers, this consortium has focused on strengthening teacher practice as the means for effecting this transformation. Starting with available research, the consortium members have examined factors contributing to teacher retention, satisfaction, and success and have drafted an agenda for change. Key foci of their collaborative work include the recruitment and retention of teachers, job-related interests and behaviors of Generation Y teachers, 21st century teaching and learning skills, career continuum blueprints, and educator assessment instruments.

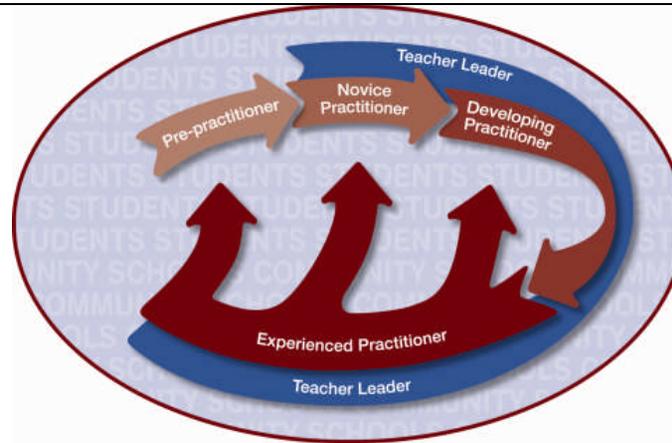
After its initial exploration of current research and practice, the six states identified areas on which to focus in moving toward

transformative change. These steps include the need to:

- Define a working model of a continuum of practice;
- Identify characteristics of practice for each component of practice;
- Envision how each level of practice might be changed with innovative, 21st century thinking;
- Develop and promote policies that need to be enacted to support these changes;
- Design structures which redefine and support teacher preparation programs and identify districts with the initiative to implement change;
- Implement a pilot of this model across the six states; and
- Evaluate project outcomes.

As one of its first steps, the states defined four levels of educator development: Pre-practitioner, Novice practitioner, Developing practitioner, and Experienced practitioner. These four levels are based, not in years, but in terms of actual development and growth to effectively enhance student learning. In the consortium's conception, to move from one level to the next, educators have to demonstrate proficiency of knowledge and skills and ongoing professional growth appropriate to the next level.

To guide thinking about the stages of effective instructional practice, the group defined a continuum of educator support and development. While this continuum is under development, an initial visual that resonated with the members is provided below. It is fashioned to show the progression of educator growth across the continuum of practice, always with students as the primary focus, with experienced teachers impacting and supporting colleagues at the other stages.



Across these four stages of practice, the consortium members are building a vision of what changes will be embraced in educator recruitment, preparation, professional learning, and demonstration of practice. A continuum outlining components of practice carried across the four stages is being constructed. This continuum will define what practice looks like at each of these four stages.

In building out this continuum, the group is keeping the following goals in mind:

- To revitalize teacher preparation models;
- To integrate 21st century skills and learning into the P-20 learning process;
- To prepare teachers for a virtual learning environment;
- To establish systemic support for learning teams;
- To partner P12 educators and higher education faculty;
- To engage community partners in classroom practice;
- To differentiate staffing models, with structured roles for teacher leaders; and
- To implement meaningful assessments of proficiency, with targeted feedback, to determine readiness to progress to the next stage.

The consortium will be working closely with identified Institutions of Higher Education and school districts within each state to further develop and to implement its vision.

The KSDE proposes to establish a Kansas Teacher Residency Program and a long-term pilot of revised teacher preparation programs, professional learning, and performance assessment at Emporia State University in Emporia, Kansas. As described by Secretary of Education Arne Duncan, Emporia State is the home of the National Teachers Hall of Fame and "the Teachers College is the crown jewel of the school." He highlighted the fact that "roughly 80 percent of students are supervised by full-time education faculty instead of adjuncts—and all elementary education professors are in the public schools every day. Senior year is a 100 percent field-based program in Emporia's public schools, where student teachers do everything from assisting with grading to sitting in on parent-teacher conferences." The KSDE believes Emporia State University will provide a rich context for piloting these ambitious efforts that could benefit the nation.

KSDE has developed a schedule to revise all teacher preparation programs over the next three years. Together with IHEs and representative Kansas educators, teacher preparation, professional education, and content standards will be revised. This project will include researching and integrating existing National Specialized Professional Associations (SPA) standards, common core standards, Kansas educator preparation standards, and the National Educational Technology Standards for Teachers (NETS-T). This effort will accomplish for teacher preparation programs what the standards integration in Section B will accomplish for teachers, schools, and students. Through the efforts of the TKC, IHEs have requested acceptance of the ISTE/NETS standards as well as Professional Development School standards, and are cooperatively engaging in reform efforts.

The KSDE is beginning to collect teaching performance information for preservice education students through the Kansas Performance Teaching Portfolio (KPTP). KPTP collects information about the preservice teacher's ability to plan instruction, including differentiated instruction; assess their students' learning; reflect on the effectiveness of their instruction; and modify instruction as needed. Data from the KPTP will be powerful in determining the readiness of preservice teachers for the classroom and for evaluating preservice programs. The KSDE will enhance the Educator Data System to include preservice program type,

KPTP results, and data collected by the statewide teacher evaluation system.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0				
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0				
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	432				
Total number of principal credentialing programs in the State.	11				
Total number of teachers in the State.	37,392				
Total number of principals in the State.	1,401				
[Optional: Enter text here to clarify or explain any of the data]					
Number of teachers is classroom teachers only—no support staff or school specialists are included. If assistant principals and other building level administrators are included, N = 2.027					
Data to be requested of grantees in the future:					

Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(Enter text here.)

D)(5)(i). The KSDE will provide effective support to teachers and principals.

Kansas is currently conducting two pilot mentoring programs for selected LEAs. Programs were customized for Kansas by both organizations—Greenlights’ Pathwise (based on Charlotte Danielson’s framework) and the Santa Cruz New Teacher Center. The Pathwise Framework Induction Program, developed by ETS, and the Santa Cruz New Teacher Center both provide a comprehensive professional development program for teacher mentors, using research-based training and materials to support beginning teachers as they transition from the university or other environments to classroom practice. Mentors participate in interactive professional development and use a set of materials to guide beginning teachers in their first years of teaching. The KSDE will utilize both the trainers and materials to develop teacher induction mentors statewide.

Effective support will also be provided to administrators via mentoring programs that have been piloted in Kansas and include the Santa Cruz New Teacher Leadership, the Southern Regional Education Board’s Program, and the New York Leadership Mentoring Program. Thirty-five educators will participate in professional development provided by these three programs to become highly-qualified mentors of first- or second-year principals. Superintendents will participate in the Harvard Executive Leadership Program. Performance data is being collected to measure success within each program and to inform plans to provide induction support, coaching, or professional development for teachers and leaders.

The KSDE will also enter into a Memorandum of Understanding with the National Staff Development Council (NSDC) to provide continuous professional learning for all educators that supports career growth and development, effective mentoring and induction, retention, and student success. (see MOU from NSDC on page D-26 in the Appendix). NSDC has the sole capability to support KSDE’s development of a strategy and resources to support implementation by service centers, districts, and schools of continuous, career-long professional learning for educators that impacts student success in accordance with Kansas statutes and regulations and federal policies specified in Race to the Top and Elementary and Secondary Education Act.

NSDC is a private, non-profit, 501(c)(3) organization with a membership of 13,000 primarily from the United States who represents every position in the education field including teacher leaders, principals, staff developers, central office administrators, superintendents, regional and state-level technical assistance providers, and professors. It is the only education organization focused solely on increasing the quality, intensity, frequency, and effectiveness of professional development for educators employed by K-12 public schools.

The work of NSDC is guided by a single purpose: *Every educator engages in effective professional learning every day so every student achieves*. The Council seeks to achieve this goal by organizing its work around five priorities: Affecting the Policy Context, Documenting the Impact, Narrowing the Achievement Gap, Developing School Leaders, and Engaging Thoughtful leaders. NSDC believes that to raise levels of student performance, it is necessary to raise the performance levels of educators. Experienced and new teachers currently staffing our public schools depend on high-quality professional development for the knowledge and skills necessary to increase student achievement.

NSDC is the nation's leader in the field of professional learning. Its *Standards for Staff Development* have been adopted or adapted for use in more than half of the states, including Kansas. NSDC has a long successful history of partnering with state, regional, and local education agencies and private foundations to support professional development efforts. NSDC Custom-Designed Services Division handles over one million dollars of contracts annually with more than 50 organizations.

NSDC proposes to partner with KSDE to create a comprehensive human capital and professional development system that incorporates the four specific RTTT requirements:

- I. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; Specifically by B)(3) Supporting the transition to enhanced standards and high-quality assessments: including developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments;
- II. Building data systems that measure student growth and success, and inform teachers and principals about how they can

improve instruction; Specifically by (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement;

III. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; Specifically by i) Providing effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded; and

IV. Turning around our lowest-achieving schools. Specifically under option 4 by (iv) Providing staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Specifically, NSDC proposes the following strategy to ensure that state policy, practices, and services meet standards of high-quality professional development and successfully contribute to improved teaching and student learning. Either as individual services or combined into a comprehensive program of support, NSDC is committed to providing planning, research, evaluation, and direct services to ensure that KSDE meets rigorous professional development standards and supports schools and districts in ensuring that *every educators engage in effective professional learning every day so that every student achieves*.

Capacity Building

Goal: Implement statewide system of capacity building for implementation of NSDC's new definition of professional learning, revised Kansas statutes and regulations, and RTTT/KSDE priority areas.

Description: NSDC will develop a strategy to implement NSDC's definition of professional development as introduced in SB1979 (2008) and soon to be introduced both House and Senate. The definition provides the foundation for ensuring consistent and effective professional learning across the state in all four priority areas. NSDC begins by developing a statewide capacity building

strategy that addresses the development of expertise in ten regions of the state in order that expertise and assistance is easily accessible to LEAs. Lead trainers and facilitators will contribute to the development, piloting, and implementation of a professional learning agenda as well as practical tools that will provide the support LEAs will require during transition to the new definition. A combination of face-to-face training, online follow-up support, and online tools will support statewide implementation. The tool kits are available for use online, accessible via a secured portal or in print and CD version. Tool kits typically include readings; tools for planning, implementing, and evaluating professional learning; and support documents that provide background and research summaries. Tool kits use many of NSDC's highly reliable resources as well as original materials developed according to the state needs. The following describes the tasks NSDC will complete and the level of educator that will be targeted:

Task 1. Develop virtual tool kit to guide the implementation of the effective professional learning at the team, school, and system levels. Deliverables: Virtual tool kit accessible to Kansas licensed educators.

Task 2. Develop training and training-of-trainers program for state, service center, district, and school staff who will prepare

Level 1: supervisors of professional learning including superintendents and central office staff

Level 2: supervisors at the school site who will support collaborative professional learning teams including principals and assistant principals.

Level 3: teacher leaders and school administrators who will facilitate team learning at their schools or in their districts

Level 4: teachers who will participate in collaborative professional learning teams. Deliverables: Five NSDC-facilitated sessions for each level; Facilitation leaders program for those who will facilitate the leveled session on an ongoing basis; Annual update session for facilitation leaders.

Task 3. Provide technical assistance in the development of additional evaluation tools associated with RTTT priorities including (1) professional development to support new standards and assessments; (2) professional development to support data driven decision making; (3) professional development to support increasing numbers of effective teachers and principals in high poverty schools; and (4) professional development to support turnaround schools. Deliverables: Professional development planning documents for

each program component; selected materials developed and incorporated into statewide capacity building strategy; and documents describing the linkages between RTTT, KSDE policies, and LEA policies and practices.

The KSDE has a long-history of working with the NSDC and was one of the first states to adopt official standards for professional development. Kansas was one of the first states to require districts to develop results-based professional development plans and to introduce strategies that shifted attention from seat time to professional development that leads to improvement in teacher practice and student learning.

(D)(5)(ii). Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement.

Together with NSDC, the KSDE will develop a framework for evaluating the effectiveness of professional learning that reflects the state reform and RTTT goals; implement the NSDC Standards Assessment Inventory (SAI) statewide; develop support documents to ensure effective use of SAI results that align with state statutes, regulations, and guidance; develop a tool kit to guide the implementation of effective professional learning at the team, school, and system levels; provide a training of trainers program for state, service center, district and school staffs; provide technical assistance in the development of additional evaluation tools; and provide professional learning for professional learning program directors on effective processes for measuring the impact of professional learning on practice and student learning.

Policy Audit

Goal: Facilitate state policy audit to ensure that effective, school-based, collaborative professional learning designed to support the career continuum and student learning is institutionalized in state policies and develop a local school education agency policy audit process to assist local school boards in reviewing and revising professional learning policies

Description: A policy audit includes an analysis of current state legislation and other policy or administrative guidelines related to various aspects of professional learning including recertification/relic ensure, mentoring and induction, time, fiscal resources, decision making processes, role of teachers, role of administrators, role of districts, professional development planning, etc., in light

of current research and NSDC standards for staff development. The end result of the policy audit is a comprehensive report that includes recommendations for leveraging existing policies to produce greater results, for policy revision, and compares the state's policies against other leading states' policy landscape.

Task 1. Facilitate a state task force to review existing state policies and recommend changes effective, school-based, collaborative professional learning designed to support the educator career continuum and student learning is institutionalized in state policies and develop a local school education agency policy audit process to assist local school boards in reviewing and revising professional learning policies. Deliverables: Recommendations from task force for changes in statute, regulations, and guidance documents.

Task 2. Provide ongoing technical assistance to the KSDE as it implements the recommendations from the policy audit.

Deliverables: Regular memos summarizing meeting outcomes and resources that support implementation of improvements.

The KSDE will provide further support to Kansas teachers by establishing a system of professional learning in collaboration with regional service centers and districts. Based on findings from the statewide administration of the SAI, the standards that are identified as most in need of assistance will become the focus of this targeted assistance, which will utilize the MTSS model as well as effective adult learner strategies to implement the integrated standards that will be developed in Section B of this proposal.

NSDC will provide research, professional development, and web-based learning support for this effort.

School administrators will be provided support through the School Administration Manager Program (SAM). Initiated through funding provided by the Wallace Foundation and the Kansas Health Foundation, the project involves nine other states. SAM is a strategy designed to change the role of the principal from a managerial leader to an instructional leader. In the districts where SAM has been piloted, principals have dramatically changed their leadership. A variety of SAM models allows the school administrator to select the one most appropriate to their position. A project team comprised of two experienced educators will provide oversight for all leadership and mentoring projects.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	End of SY 2013-2014	End of SY 2012-2013	End of SY 2011-2012	End of SY 2010-2011	Actual Data: Baseline (Current school year or most recent)
(Enter measures here, if any.)					

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(Enter text here.)

(E)(1). Evidence of the State’s legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status is provided in Figure (E)(1) on page E-1 in the Appendix.

The Kansas State Department of Education (KSDE) created the Kansas System of School and District Support to provide assistance to schools and districts that failed to meet the State’s academic performance expectations for two consecutive years for AYP. KSDE designed the Kansas Learning Network (KLN), a network comprised of the KSDE, Cross & Jofus, LLC and five districts (Kansas City, Topeka, Turner, Wichita, and Garden City) that were identified for corrective action and had schools on improvement. These districts represented 20% of all students in Kansas, 50% of minority students in Kansas, 41% of all ELL students in Kansas, and 33% of all low SES students in Kansas—a network that holds great promise for effecting changes in school

turnaround and in improved student performance statewide. KLN currently consists of three cohorts comprised of 18 districts statewide which are on improvement, in corrective action, or have schools that are so designated. Key stakeholders are represented on the cohorts, including the Kansas National Educational Association, (KNEA), the North Central Accreditation (NCA), Kansas Association of School Boards (KASB) and Educational Service Centers across Kansas.

The KSDE also developed and implemented the Kansas System of District and School Support Framework for districts with schools that are actively engaged in continuous school improvement. The framework is based on research and best practice and develops transparent policy and agency procedures that can be used to drive improvement across the state. It provides strategies that leverage resources and consequences to allow districts to act independently to make improvement prior to state intervention to restructure. Again, KSDE has partnered with Educational Service Centers across Kansas to deliver the support to schools and districts before they are placed on improvement. This includes utilizing the Kansas School Improvement Notebook, a resource guide for improvement, and improvement templates, which assist the districts in writing a plan around key components of school improvement. KSDE provides resources to district and schools, including the Title I On Improvement Handbook, Title I On Corrective Action Handbook, and Title I Restructuring School Handbook. KSDE staff has provided both technical and compliance assistance to schools and districts as they develop their improvement plans.

In 2008-09, KSDE piloted the Kansas Learning Network (KLN) with the five districts having schools on improvement, corrective action or restructuring. These districts contained the largest percentages of students that experienced an achievement gap – high poverty, racial/and ethnic minority, and English Language Learners (ELL) students. KLN encouraged structural reform in districts in order to support true school improvement. The network provided each district with a district appraisal that focused on curriculum and assessment, instruction and professional development, leadership, and culture and human capital. Each district was provided with a thorough report, a district facilitator (or critical friend) and focused technical assistance based on the appraisal. KLN network meetings and an opportunity for each district to participate in each other’s appraisal enabled a collaborative approach to school improvement. KSDE also participated in an agency appraisal to promote continuous improvement within the agency.

The KLN was expanded in the 2009-10 school year and KSDE mandated participation of the 18 districts that are on improvement, in corrective action, or have schools so designated. KLN was designed to develop regional and collaborative structural reform structures. The goal is to create expertise within the KLN Network and share resources and expand capacity to scale up effective practices and strategies.

The KSDE provided staff development for root cause analysis to inform the school improvement process and assigned Implementation Coaches with extensive experience in school improvement, school turnaround, and school leadership coaching for each identified building. A website was created for sharing information school resources. KLN helps districts and schools identify their challenges and then provide the technical support that leads them to structural reform.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional

information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State’s historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(Enter text here.)

(E)(2)(i). Identify the persistently lowest-achieving schools

The KSDE has positioned itself to effectively implement the U.S. Department of Education new school improvement regulations. KSDE has identified the persistently lowest-achieving Title I schools and the non-Title I eligible secondary schools that would be considered presently lowest-achieving schools. At their December, 2009 meeting, KSDE’s Accountability Governance Board decided on the following method and calculations to identify the lowest achieving schools and determine which buildings would be eligible for funding. KSDE began by defining a “secondary school” as a building in which the lowest grade is no less than grade 9 and could include grades 10, 11, and/or 12—but excludes 7-9 grade schools. It was then decided that three years would be used to define “number of years” for determining whether a high school has a graduation rate less than 60% and to determine “lack of progress” on the State’s assessments.

Kansas has a relatively low number of schools and districts on improvement and will use 5% or 5 to identify lowest-achieving schools, depending on which is largest. The KSDE decided to use the single percentage method, as described in the guidance, to calculate English/language arts and mathematics proficiency rates for each school. The KSDE also decided to use the Lowest Achieving Over Multiple Years Method, as described in the guidance, for determining “lack of progress” by the “all students group” on the State’s assessments. Evidence from two of the past three years will provide the basis for determination.

The KSDE also decided to weight equally the academic achievement of the “all students” group and lack of progress on the

State’s assessments rather than assigning different weights. The KSDE Governance Advisory Board determined that elementary schools and secondary schools would not be weighted differently when ranking schools. Figure (E)(2)(i) on page E-3 of the Appendix provides further explanation of this process.

ii) The KSDE will support its LEAs in turning around these schools by implementing one of the four school intervention models.

Kansas has been both successful in its proactive work with schools to help them avoid being identified as a school or district on school improvement and in its work with the district and school once they have entered the process. A collaborative approach—the Kansas System of District and School Support, which includes the Kansas Learning Network (KLN)—has been central to this success and will continue to provide the framework for school turnaround. The options for school improvement approaches described in the Kansas System of District and School Support Framework will be provided to each district and school. KSDE has also developed an extensive handbook to describe expectations for Title I Schools and District On Improvement, Title I School and District In Corrective Action, and Title I Restructuring Handbook. All four School Intervention Models are described as options for school improvement within the framework and have been used in Kansas for schools that were required to restructure. KSDE is currently working on updating resources to reflect changes in guidance. KSDE has an integrated accountability system that includes data collection, verification, and communication to the districts regarding performance on student outcomes. The KSDE has plans to update to a Unified Accountability and Planning (UAP) system which will integrate all school improvement plans to help focus district and school improvement efforts.

The activities, timelines, and responsible parties to accomplish this goal are summarized in Figure (E)(2)(ii-1) on page E-5 in the Appendix.

(1) Transformational Model: KSDE has developed a true transformational model and encourages districts and schools to adopt this model. The Kansas Multi Tier System of Supports (MTSS) is a coherent continuum of evidence based, system-wide practices

to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making. KSDE identified schools in the lowest 5% to adopt this model. MTSS provides a framework and support for instructional reform for districts and schools. KSDE believes that MTSS has been a transformational model that has significantly improved student achievement in Kansas. The Core Beliefs of MTSS are:

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader at all levels is responsible for every child
- Change is intentional, coherent and dynamic

The KSDE and its partners in delivering MTSS then assist schools in how to achieve these core beliefs by providing that:

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions.

There are many key components that a school or district must consider when implementing the MTSS Transformational Model. These components include Models for Leadership; Professional Development; Empowering Culture; and Curriculum, Instruction and Assessment. The MTSS Transformational Model, which is a comprehensive approach Pre-K through high school, also includes best practices that are identified in Reading, Math, Behavior and Character, and Early Childhood Education. MTSS is using STEM

resources when designing best practices in math.

Once a district or school has decided to implement the MTSS Transformational Model, they begin by completing many structuring tasks. All of these areas have been embedded in the Kansas School Improvement Template, Kansas Corrective Action Template, and the Restructuring Handbook and Portfolio.

LEADERSHIP: The district or school implementation begins by identifying a leadership team to make decisions on how they will “come to consensus”. For purposes of reaching meaningful consensus, examples and non-examples of each belief statement will be provided to clarify meaning, discussion will pursue, and the Leadership Team must adopt the MTSS belief statements. The Leadership team will then determine indicators of success for screening and benchmark assessments, outcomes assessments and other indicators. The leadership team will develop activities to improve staff and student engagement in the process and will develop a detailed communication plan about the implementation of MTSS transformational model.

DATA-BASED DECISION MAKING: Districts and schools also spend a considerable amount of time using data for decision making in the MTSS Transformational Model. This data is used to inform instruction and includes determining how groups that will conduct data-based decision making will be formed, defining roles and responsibilities for each team, scheduling system level data-based decision making at least three times per year. Districts and school are encouraged to develop a formal schedule to review progress of students receiving supplemental and intensive support at least every six weeks. They develop procedures to allow collaborative time for ongoing data-based decision making for individual students when decision rules indicate need. Formally scheduled time for system level data-based decision making that is specific to the function of the system takes place at least once a year. Professional development is embedded in the curriculum work of the MTSS model.

ASSESSMENT, INSTRUCTION, AND CURRICULUM: The MTSS Transformational Model places much attention on the areas of assessment, instruction, and curriculum. Screening, diagnostic, progress monitoring and outcomes based assessments are selected by the Leadership Team after input from staff. An assessment calendar is developed and decision rules are decided for determining access to supports, changing supports, intensifying supports and exiting supports. Professional development and a

system to monitor fidelity of implementation of the new assessment system. There is also a plan developed to communicate about the assessment system and results with all stakeholders.

The next task is for the staff to identify evidence-based instructional practices to be used at each grade level for core instruction, supplemental instruction, and intensive instruction. A master schedule is developed that includes a planned intervention time of sufficient duration for both supplemental and intensive support. Extended time and extended learning opportunities are a specific focus of improving instructional time. MTSS is a strengths-based rather than deficiencies-based model, so the use or development of curriculum with advanced and higher order thinking and learning is incorporated. Instructional needs for students that are ELL are addressed in the framework.

The curriculum is also a component of the MTSS Transformational model. It includes selecting a core curriculum with an expectation that at least 80% of the students will achieve mastery, with supplemental and intensive curriculums for students that need additional instruction. Professional development is also a focus of the curriculum work in the MTSS Transformational Model. KSDE is in the planning phase to develop a Pre-K through 12 Kansas Learning Project. This project will include a state literacy and numeracy plan with the goal to improve student achievement in reading and math. Outcomes will include (1) continuation of the implementation of the K-3 Reading and Numeracy Framework, (2) development of a Pre-K component of Reading and Numeracy Framework; (3) development of an Adolescent Literacy and Numeracy Framework; (4) provision of support for districts to adopt the state model through regional support areas; and (5) the establishment of demonstrations sites where research-based instructional strategies to increase student learning are fully implemented. Components of the Pre-K through 12 Kansas Learning Project plan will include collaborative leadership, assessment, professional development, accelerated and tiered intervention, and strategic teaching.

To address STEM issues in turnaround schools, the KSDE will engage the University of Kansas' Center for Science Education and its Middle School Science Academy in an effort piloted with the Topeka Public Schools and other area teachers from low performing schools to gain in-depth understanding of science concepts aligned with their curricula and state standards. The in-

service teachers will learn and practice effective instructional techniques and inquiry-based laboratory activities appropriate for their students. In a research extension to this program, teachers in low-performing schools may be provided an in-depth research experience in KU natural science research laboratories and, based on this experience, develop programs to engage their student in an appropriate standards based science process.

KSDE will also expand the MTSS Transformational Model to support college preparation and career pathways. The emphasis of this work will be to increase graduation rates and reduce drop-out rates by meeting the instructional needs and structural barriers of students and implementing a relevant curriculum for all students. The career technical academic standards developed by KSDE will provide the focus for this work.

EMPOWERING CULTURE: A key component of MTSS Transformational Model as an instructional reform model is to promote positive school climate, increase instructional time, and create community-oriented schools. This will be accomplished by developing partnerships in the community to deliver supplemental and intensive interventions and by including parents in the communication about MTSS implementation. KSDE has partnered with the Kansas Parent Information Resource Center and Families Together, INC to develop parent training materials for the MTSS Transformational Model.

PROFESSIONAL DEVELOPMENT: The KSDE training system for MTSS has the goal of making quality training and facilitation accessible to every district implementing MTSS, especially schools on improvement, in corrective action, or restructuring. It has been proven to be effective in both rural and urban settings, which is especially important to Kansas' demographics. This model is being delivered through a unique partnership with many education agencies across the state with support from the KSDE to create a statewide network of recognized facilitators. Kansas has also identified over 30 partners that can assist districts with implementation issues.

An important part of the MTSS Transformational Model is the focus on integration and sustainability. KSDE will work closely with districts to encourage blended funding to sustain the model. This includes combining IDEA funds and Schoolwide Title I funds to enhance delivery of the model. Leadership teams will be encouraged to monitor whether structures are operating

efficiently and effectively and teams are fulfilling roles and responsibilities and communicating information across teams. They will be encouraged to monitor fidelity of implementation of the multi-tier system as designed and to review current policies and procedures to determine if any could potentially inhibit MTSS implementation within the district or building. A self-correcting feedback loop that looks at improving instruction, improving building systems, and improving district systems is a critical component of sustainability of the model. KSDE provides support to schools and district for instructional reform through the Technical Assistance Support Network (TASN) and for structural reform through the KLN.

Changes to the current Transformation Model: The KSDE will ensure that districts implementing the Transformation Model in any of their identified Tier 1 and Tier 2 schools will adhere to the requirements as outlined in the *Guidance on School Improvement Grants* issued December 18, 2009. The five requirements include the following:

1. Replacing the principal
2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. (Note: These districts will be involved in the pilots and processes as outlined in Part (D) Great Teachers and Leaders of the Race to the Top application.)
3. Identifying and rewarding school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who have not done so
4. Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
5. Implementing strategies such as financial incentives, opportunities for promotion and career growth and more flexible working conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation model.

(2) Turnaround Model: KSDE has worked with districts and schools to implement a Turnaround Model during the Restructuring

Planning Year. KSDE has created a Title I School Restructuring Handbook to serve as a resource for schools that are planning for restructuring. One option has always been for them to replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP and to take a comprehensive approach to substantially improving student outcomes.

The process begins with developing a vision to turnaround a school. District and school staff, parents, students, and community members begin by having conversations about what the restructured school will look like. The conversation provides the opportunity to develop the vision for how the school will be different in terms of curriculum, instruction, assessment, culture, use of data, the teaching staff, professional development and leadership; to identify the operational flexibility that will be granted to the principal in order to improve instruction, such as staffing, calendar/time, and budgeting; to clarify expected results and define what success will look like; to identify what changes need to be made in instructional practices, staff, technology, career planning, professional development, leadership, equity, assessment facilities, relationship building, rigor and relevance and student and teacher engagement; and to identify what changes will be made to the delivery model for special populations, such as ELL or special education. A district and school then begins the process of identifying actions that need to take place in order to reach the vision for the turnaround model.

KSDE has worked and will continue to work with districts to clearly define the Turnaround Process through a year of planning. Strict timelines have been created for districts to work through the various stages of the Turnaround Process and for KSDE to follow-through with districts. It has been expected that districts and schools not only write a plan but also include a portfolio with documentation of the process that was used to redesign the school. Evidence collected in the portfolio is provided in Figure (E)(2)(ii-2) on page E-8 of the Appendix. KSDE has worked closely with districts and schools that are utilizing the Turnaround Model to be in compliance with their negotiated agreement to meet deadlines dealing with termination of staff or transferring of staff. The KSDE has developed an equity plan to assist schools in placing the most highly qualified teachers are teaching in the most at-risk buildings. This document has provided support to districts and schools as they make difficult decisions about

eliminating and reassigning staff.

Changes to the current Turnaround Model: The KSDE will ensure that any districts implementing the turnaround model in their identified Tier I and Tier II schools will adhere to the required elements as identified in the *Guidance on School Improvement*.

These elements include the following:

1. Replace the principal and grant the principal sufficient operational flexibility to implement fully a comprehensive approach to improving student achievement outcomes and increase high school graduation rates;
2. Measure the effectiveness of staff who can work within the turnaround environment by screening all existing staff and rehiring no more than 50 percent and selecting new staff;
3. Implement strategies such as financial incentives, opportunities for promotion and career growth and more flexible working conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a turnaround model;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
7. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and implement strategies that provide increased learning time; and
9. Provide appropriate social-emotional and community-oriented services and supports for students.

(3) School Closure: The Title I Restructuring Handbook produced by the KSDE has allowed districts and schools to consider the

option of closing the school or district. There are three examples where schools in Kansas have chosen or are choosing this as an option as a School Intervention Model. KSDE, with assistance from the KLN, is working with a small district that is on improvement that will be closed within the next year. KSDE approached the process by doing a district-wide intense needs analysis through the KLN. A data review and a root cause analysis were conducted on all aspects of the district. The needs analysis reaffirmed that the district needed to be dissolved and the students assigned to another district. Technical assistance is being provided by the KLN and KSDE to both the district that will be closed and to the district that will be receiving a majority of the students during the upcoming year.

KSDE also had a situation where two schools in an urban district resulted in the creation of two new schools. The district believed that the best option was to close the two schools, redistrict the area, and bring in a proven school reform model to serve the new schools. Both schools were significantly reconfigured to serve different students and different grades. Both schools met the Kansas definition of a new school. The KSDE Accountability Governance Board has defined what constitutes a new school or district in making decisions about closing a school and opening a new school in its place (see Figure (E)(2)(ii-3) on page E-9 in the Appendix.

KLN provides the structural support to make the decision to close a school or district. The process includes an extensive needs analysis involving all stakeholders, a decision making process, technical assistance to the closing school or district, and technical assistance to the receiving school or district. KSDE works closely with the district and school and KLN to monitor the change process when closing a school.

Restart Model: KSDE also fosters an option for a school to open as a public charter school as part of the restructuring process in a restart model. In the Title I Restructuring Handbook, another option has been for a district to close the school and reopen it as a charter school. Districts are encouraged to review data and make a determination of how adequately it describes their school's situation. The district is asked to work through a process where they review multiple measures of data, including the needs assessment; input from staff, teachers, parents, and the community; and student achievement data.

The local board of education must approve the opening of a charter school according to Kansas law. In the process they are asked to consider (1) what are identified needs that could best be addressed by a charter school, (2) what evidence exists to support the conclusion that the current system of school operation is not conducive to student success, and (3) what evidence supports the conclusion that to improve the level of academic success, autonomy from state and district constraints is required.

KSDE has purposefully become more active in making districts and schools aware of the charter school option. Charter schools that organize around STEM best practices will be highly encouraged when thinking about reform models. The Charter Advisory Committee was recently revamped and will be involved in helping KSDE create the review process when schools are considering charters as an option for a School Intervention Model. KSDE is also actively pursuing federal charter school opportunities. The KSDE Charter webpage has recently been redesigned and information is being posted about Charter opportunities in Kansas. Additional information on Charter Schools in Kansas is provided in the (VI)(F) General section on Charter Schools.

KSDE has also developed a process working with the KLN on an appraisal of a Charter Virtual School that has not made AYP. We have conducted a needs analysis, a data review, and a root cause analysis and have conducted school, community, and parent focus groups. An extensive report and technical assistance will be offered to the school and district. A comprehensive process was used in determining what needs to be embedded in their school improvement plan. KSDE, through this process, has learned a lot about the challenges facing a charter/virtual school and how those lessons can be applied to other schools on improvement that will be helpful in refining the process to make the Restart Model a viable School Intervention Model. Currently, Kansas has not had any districts or schools that have chosen the Restart Model, but the KSDE is well-equipped to making this a viable option for schools on improvement.

Changes to the current Restart Model: The KSDE will work with districts implementing the Restart Model in Tier I and II schools to ensure that these schools, within the grades it serves, enroll any former student who wishes to attend the school. KSDE will also have districts include in its contracts or agreements terms and provisions to hold the charter school operator, charter management organization (CMO) or an education management organization (EMO) accountable for complying with the final

requirements as specified in the *Guidance on School Improvement Grants*. KSDE will develop a rigorous review process in order to assist districts and schools identify a charter school operator, a charter management organization, or an education management organization.

Evidence

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Transformational Model	6	Of the six schools using the transformational model, one school is now off improvement. One is on delay and will go off this year if they make AYP. We learned that contracting with outside support through focused improvement based on a reform model can make significant improvement.
Turn-Around	3	A turnaround vision must be clearly articulated. We learned we needed to work with the districts and their negotiated agreement to support staff movement. Timelines had to be adjusted to hiring and reassigning. The state assessment calendar also impacted decisions that were delayed by districts not to disrupt testing. These three stages are following the plan and beginning to see student growth but are currently on improvement.
Restart Model	0	Kansas has not had any school opt for the Restart model at this time.
School Closure	3	The two schools that were closed redesigned and reconfigured their grade levels. They are not on improvement at this time. There is a plan to close a small district that is on improvement in Kansas and consolidate with a neighboring district. The KLN needs appraisal and technical assistance support has made this the transition smooth.

(Enter text here.)

Kansas has been very successful in being proactive on reducing districts on school improvement with fewer and fewer districts

being identified each year.

- In 2009-2010 there were 16 Title I districts identified for improvement.
- In 2008-2009 there were 17 Title I Districts identified for improvement.
- In 2007-2008 there were 25 Title I Districts identified for improvement.
- In 2006-2007 there were 11 Title I Districts identified for improvement.
- In 2005-2006 there were 7 Title I Districts identified for improvement.
- In 2004-2005 there were 7 Title I Districts identified for improvement.

Kansas has been very successful in being proactive on reducing schools on school improvement with fewer and fewer schools being identified each year.

- In 2009-2010 there were 32 Title I schools identified for improvement.
- In 2008-2009 there were 33 Title I schools identified for improvement.
- In 2007-2008 there were 35 Title I schools identified for improvement.
- In 2006-2007 there were 25 Title I schools identified for improvement.
- In 2005-2006 there were 15 Title I schools identified for improvement.
- In 2004-2005 there were 21 Title I Districts identified for improvement.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	10	10	10	10	10
<p>[Optional: Enter text here to clarify or explain any of the data]</p> <p>KSDE is estimating that we will have 10 Tier 1 schools and 10 Tier II schools each year using our calculation. We estimate 50% will be transformational, 30% will be turnaround, 10% restart, and 10% closure.</p>					

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(Enter text here.)

Evidence for (F)(1)(i): Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State increased, decreased, or remained the same.

Shown below are the actual expenditures from the state general fund to support elementary, secondary and higher education in comparison to actual revenues available to the state for fiscal years 2008 and 2009. Although state revenues declined due to a struggling economy, the Governor and Legislature maintained their commitment to public education. The increase in expenditures for education is due primarily to a multi-year school finance plan enacted by the 2006 Legislature to ensure that the state provides adequate funding for the education of all students.

	Revenues Available	Expenditures for Education	Percentage of Expenditures for Education Compared to Revenues Available
FY 2008	\$6,628,400,000	\$3,920,332,689	59.1 Percent
FY 2009	\$6,064,400,000	\$3,961,575,226	64.8 Percent

(F)(I)(ii): The State’s policies lead to equitable funding (a) between high-need LEAs and other LEAs, and (b) within LEAs, between high-poverty schools and other schools.

To fund the general operations of schools, the state’s school finance formula provides a base state aid per pupil amount for each full-time student enrolled in a school district. During FY 2009, the base state aid per pupil was \$4,400. In addition to the regular full-time equivalent enrollment, enrollment adjustments are provided to reflect additional costs associated with serving certain pupil populations including at-risk and bilingual students, transporting pupils, operating smaller and larger enrollment school districts and operating new school facilities. In addition to receiving base state aid, school districts during FY 2009 received an additional \$400 million through the school finance formula to provide supplemental education services to at-risk and bilingual education students and \$428 million to provide special education services to students with disabilities.

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(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(Enter text here.) ***Evidence for (F)(2)(i):***

There are no limitations on the number of charter schools under state law. For the 2009-10 school year, 35 charter schools were authorized and 34 are in operation. Kansas charter schools may operate within the following type – Charter and/or charter/virtual. Nine charters are operating as charter/virtual schools – 4 charters have a virtual component. The remaining 22 charters operate without a virtual aspect.

Charter schools in Kansas are independent public schools that operate within a school district and are operated by a school district. They are operated free-of-charge to parents and are open to all students. Every charter school in Kansas is subject to the accreditation requirements of the state board of education and must be accredited to maintain its charter. While a charter school is separate and distinct, with its own building number, state assessment scores and demographic information, a charter school may be housed in an existing school facility with another school as long as it is operated separately. Charter schools must meet all standards for student achievement and accountability that other public schools must meet.

Kansas' approach to charter school authorization and accountability begins with the submission of the Intent to Apply for Charter Status due in December. Petitioners complete an application for charter status by February. To aid this process, petitioners are provided resources such as A Framework for Operational Quality, Charter School Leadership, the National Resource Center on Charter School Finance and Governance, the Grant File Requirements Checklist, federal non-regulatory guidance, and technical assistance from KSDE staff. The KSDE website also hosts *iconnectilearn in the 21st Century*, a project to connect Kansas Charter Schools. The Charter School Petition provides an outline to comprehensive planning and implementation and outlines the following components: need, mission, purpose, recruitment/enrollment, educational philosophy/utilization of physical space, special student populations served, support for learning, staff, measurable goals and assessment, use and reporting of data, governance, USD sponsor responsibilities, financial management, budget narrative, contracting with Educational Service Provider, and assurances.

Applications are reviewed by a Review Committee using a Charter School Petition Rubric to rate the quality of each component. This rubric is provided on page F1 in the Appendix. Review committee members are comprised of Kansas educators with and without charter experience and represent a variety of educational experiences.

As demonstrated in the following table, over a five-year period of time, almost two-thirds of applications to operate a charter school were approved. Slightly more than one in three applications was denied because they did not meet the minimum rubric score by the petition review committee. Approximately 25% of approved charter schools were closed during this time period, largely due to financial considerations and low enrollment. One school was closed for failure to meet academic requirements.

Five-Year Summary of Charter School Applications, Approvals, Denials and Closings

	2004-05	2005-06	2006-07	2007-08	2008-09	Total
No. of Applications	2	2	21	13	4	42
No. Applications Approved	2	2	10	10	3	27
No. Denied and Reasons	0	0	11	3	1	15
No. Closed	2	2	0	2	4	10

A summary of the State's applicable statutes, regulations, or other relevant legal documents:

- K.S.A. 72-1903 et seq. sets out criteria and procedures for the establishment and accountability for charter schools in Kansas. These laws do not restrict the total number of charter schools or the percentage of charter schools to traditional schools in Kansas.
- K.S.A. 2008 Supp. 72-1907 requires renewal of approved charters after 5 school years (3 school years if approved prior to July 1, 2004), providing sufficient time for a charter school to meet the 3 year operation criteria of a “high performing charter school” as defined in this notice.

- Kansas’ charter school laws do not place state limits or restrictions on student enrollment in charter schools. K.S.A. 2008 Supp. 72-1906(c)(8) does require individual charter school petitions to include information regarding the procedures to be used in the event the individual charter school’s enrollment capacity is exceeded; specifically, the petition must include “criteria for admission of pupils, including a description of the lottery method to be used if too many pupils seek enrollment in the school.” Further, K.S.A. 2008 Supp. 72-1906(d)(2) requires pupils in attendance at a charter school “be reasonably reflective of the racial and socio-economic composition of the school district as a whole.”
- K.S.A. 2008 Supp. 72-1906(c)(3) requires the petition for a charter to include program goals with measurable student outcomes and a plan for monitoring the performance of student achievement outcomes. K.S.A. 2008 Supp. 72-1907(b) specifies the standards for renewal, including “demonstrated progress in achieving the program goals.” K.S.A. 2008 Supp. 72-1907(c) outlines the procedures and standards for revocation, including revocation for failure to “make progress in achieving the program goals.”
- K.S.A. 72-1903(a) evidences the nature of the charter school as an independent school—“It is the intention . . . to provide an alternative means within the public school system for ensuring accomplishment of the necessary outcomes of education by offering opportunities . . . to establish and maintain charter schools that operate within a school district structure, but independently from other schools of the district.” Further, the definition of a charter school, as set out in K.S.A. 72-1903(b), describes a charter school as a “separate and distinct.”
- Per K.S.A. 72-1904 (c) and (e), the school board of any school district is authorized to establish a charter school as a way to provide “(c) creative and unconventional instructional techniques and structures” and “(e) freedom from conventional program constraints and mandates.” K.S.A. 2008 Supp. 72-1906(c)(14) requires that a charter identify “. . . school district policies and state board of education rules and regulations from which waiver is sought . . .” K.S.A. 2008 Supp. 72-1906(h) specifies the procedures for a local school board to request state board of education approval of waivers on behalf of local

charters.

- K.S.A. 72-1903(b) requires that all charter schools be subject to state board of education accreditation requirements.
- The state’s charter school statutes do not specify separate funding provisions or exceptions for charter schools. K.S.A. 72-1903 et seq.

*All references to statutes and regulations refer to the latest version of the statute or regulation.

Evidence for (F)(2)(iii): The State’s charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

Description of the State’s applicable statutes, regulations, or other relevant legal documents:

The state’s charter school statutes do not specify separate funding provisions or exceptions for charter schools. Districts operating charter schools are subject to the same state funding laws and regulations to which any district/LEA in Kansas is subject.

Evidence for (F)(2)(iv): The State provides charter schools with funding for facilities, assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

The state’s charter school statutes do not specify separate facilities funding provisions or exceptions for charter schools. Districts operating charter schools have available the same state facilities funding laws and regulations as any district/LEA in Kansas has.

Evidence for (F)(2)(v): A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

- K.S.A. 72-1903(a) evidences the nature of the charter school as an independent school—“It is the intention . . . to provide an

alternative means within the public school system for ensuring accomplishment of the necessary outcomes of education by offering opportunities . . . to establish and maintain charter schools that operate within a school district structure, but independently from other schools of the district.” Further, the definition of a charter school, as set out in K.S.A. 72-1903(b), describes a charter school as a “separate and distinct.”

- Per K.S.A. 72-1904 (c) and (e), the school board of any school district is authorized to establish a charter school as a way to provide “(c) creative and unconventional instructional techniques and structures” and “(e) freedom from conventional program constraints and mandates.”
- K.S.A. 2008 Supp. 72-1906(c)(14) requires that a charter identify “. . . school district policies and state board of education rules and regulations from which waiver is sought . . .”
- K.S.A. 2008 Supp. 72-1906(h) specifies the procedures for a local school board to request state board of education approval of waivers on behalf of local charters.
- K.S.A. 72-1903(b) requires that all charter schools be subject to state board of education accreditation requirements.

*All references to statutes and regulations refer to the latest version of the statute or regulation.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State’s other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

(Enter text here.) Kansas assessment results in both reading and math show an increase for the ninth year in a row despite increasing targets as required under the No Child Left Behind Act. We believe this increase is attributable, in part, to the improved school funding conditions resulting from a series of legislative actions beginning in 2005 Kansas Legislative Session. House Bill No. 2247 coupled with Senate Bill 3 modified the school finance formula resulting in significant increases in the amount of base state aid per pupil, at-risk and bilingual weightings, local option budget authority, and funding for special education, all totaling an increase in school funding of approximately 289 million. (2005 H.B. 2247 [L.2005, ch. 152], modified by 2005 S.B. 43 [L.2005, ch. 194] [collectively referred to as H.B. 2247]; S.B. 3 [L.2005 Special Session, ch. 2].) These amendments also resulted in two Legislative Post Audit Committee studies on the cost of inputs and the cost of meeting outcomes requirements of the Kansas State Board of Education. In 2006, the Kansas Legislature considered these cost studies in making additional changes to the school finance laws that together with the 2005 amendments meant an annual increase in funding by 2008-09 of approximately 755 million over what was provided in the 2004-05 school year. (S.B. 549 [L.2006, ch. 197]; *Montoy v State*, 282 Kan. 9, 138 P.3d 755 [2006].) These important changes to the condition of school funding in Kansas have contributed to the continued increased student achievement in Kansas. The 2006 Kansas Legislative Post Audit outcomes based cost study found, “A 1.0% increase in district performance was associated with a 0.83% increase in spending – almost a one-to-one relationship. This means that all other things being equal, districts that spend more had better student performance....we can be more than 99% confident there is a relationship between spending and outcomes.”

Evidence referenced:

- Kansas School District Finance and Quality Performance Act (SDFQPA), K.S.A. 72-6405 *et seq.*
- 2005 H.B. 2247 [L.2005, ch. 152], modified by 2005 S.B. 43 [L.2005, ch. 194] [collectively referred to as H.B. 2247]; S.B.

3 [L.2005 Special Session, ch. 2]

- S.B. 549 [L.2006, ch. 197]
- *Montoy v. State*, 282 Kan. 9, 138 P.3d 755(2006)
- Legislative Division of Post Audit, *COST STUDY ANALYSIS: Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches*, January 2006.

II. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii)

cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

(Enter text here.)

The KSDE will include the STEM focus in its work to integrate common core standards in reading and mathematics, all Kansas academic standards (including science), Career and Technical Education Standards, and 21st century learner profiles. Combined with the expertise provided by its award-winning IT and Data Quality Team, the KSDE intends to develop a Unified Standards Management and Reporting System. This system will assist educators in integrating STEM content across grades and disciplines, identifying effective and relevant STEM instruction, and offering students applied STEM learning opportunities.

To address STEM teacher shortages, the KSDE will provide further support to UKanTeach, a pathway to secondary mathematics and science teacher licensure at The University of Kansas. In this four year program, students complete a BS or BA degree and the UKanTeach coursework to obtain a secondary

teaching license in mathematics or natural science. Approved as an innovative program for licensure by the Kansas State Department of Education, the program has experienced remarkable interest and growth in the effort to fill the critical need for highly qualified mathematics and science teachers in the region. Demand for the program continues to exceed current program capabilities, which will be enhanced by an RTTT grant.

Professional development opportunities to increase STEM knowledge and effective teaching strategies for inservice teachers will be expanded, including staff development efforts associated with turning around the lowest-achieving schools.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

(Enter text here.)

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

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The KSDE has made great strides in its efforts to build a comprehensive longitudinal data base that is useful to a wide audience of decision-makers in Kansas. With additional funding, the KSDE is positioned to enhance its existing K-12 data warehouse, student operational data store, P20 data mart, KAN-DIS discipline data collection

system, postsecondary data system, teacher resource libraries, and Educator Data System, all of which are designed to accomplish the vision of a unified P-20 system with linkages to workforce data and other data systems that can be accessed by multiple audiences and can inform policy and practice.

In 2006, the Kansas state legislature awarded \$2.4 million to KSDE for a 3-year initiative to develop an Enterprise Data System (EDS). Master data management processes were implemented to ensure consistency of key data across operational systems, facilitating successful and complete reporting of ED Facts data; a longitudinal connection of data through time and across programs by integrating data from existing source collection systems (e.g., KIDS, Organization, Assessment, Accountability, Migrant, Special Education, Career and Technical Education, Educator, and Finance systems) into an Enterprise Data Warehouse (EDW). This initiative was completed in September 2009. The EDS provides a solid foundation for continuous expansion and enhancements to Kansas education data. With funds from a 2007 IES SLDS grant, KSDE has implemented and provided access to data marts for several education stakeholder groups. Organization and Accountability data marts provide historical information for KSDE staff; and a de-identified longitudinal student data mart fulfills data and research requests by internal and external stakeholders. In addition the SEEK (System for Education Enterprise in Kansas) is being rolled out to school and district administrators, providing a flexible graphical presentation of important key performance indicators and the capability to drill down to individual student data.

The Kansas Board of Regent's (KBOR) unit record database, the Kansas Postsecondary Database (KSPSD), is supported by statutory mandate and was first implemented during the 2003-2004 academic year. KSPSD supports data driven policy decisions by Board members and provides staff with data for policy development and implementation. Goals of the system include developing and enhancing analytical and research capabilities for KBOR and conducting longitudinal studies about how state policies affect postsecondary education and about how

Kansas economic and demographic trends impact accessibility and affordability of postsecondary education. The system includes student-specific demographic variables, enrollment patterns, performance and accountability measures, and programs of study. As data enhancements have been made at KBOR, KSPSD has been rolled into the Kansas Higher Education Data System (KHEDS).

Using funding from the 2009 IES SLDS grant, KSDE linked ACT data to SSIDs and loaded this student level college readiness data into the EDW. In addition, KSDE and KBOR established the capacity to link their individual student data systems by implementing a process for matching postsecondary student IDs with K-12 SSIDs and storing those matches in the EDW, linked with anonymous IDs. These linked data stored in the EDW enabled implementation of the P20 data mart, including (anonymous) longitudinal student data linked from PK through postsecondary education. The P20 data include such things as state assessment results, ACT results, postsecondary education remediation needs, student demographics, high school from which student received diploma, type of diploma received, and year of high school graduation. In addition, the P20 data mart enables the study of alignment of K-12 education with expectations of postsecondary institution faculty and will provide required information for reporting progress on the metrics established for the SFSF.

The Midwestern Education Information Consortium (MEIC)—Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota—has a long history of working collaboratively to extend and enhance member states’ longitudinal data systems. At its July 2009 meeting, the MEIC agreed to develop a student locator project, enabled by the common usage across states of the eScholar UniqID product. Over the past seven years, these states have assigned student identifiers to all their K-12 students, none of which are duplicated within or between the states that use the eScholar product. The four states will work with each other and with eScholar to define the procedures and develop the format for accessing partner states’ student identifier databases to locate their “lost” students. The

long term goal is to track all students who move between states to provide a longitudinal inter-state education record.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment

(not scored)

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

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Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

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