

XVIII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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Participating Local Education Agency (LEA) Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between The Kansas State Department of Education (“State”) and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the LEA plan as identified in Exhibits I and II* of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss:
 - (a) progress of the project,
 - (b) potential dissemination of resulting non-proprietary products and lessons learned,
 - (c) plans for subsequent years of the Race to the Top grant period, and
 - (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State’s Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II* of this agreement;
- 2) Timely distribute the LEA’s portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II*;
- 3) Provide feedback on the LEA’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.

- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II* only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II* the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

The Local Teachers' Association official shall have 30 days following receipt of Exhibit II* to review its contents and reserves to him/herself the unilateral right to terminate the MOU if the terms of Exhibit II* are unacceptable.

*Exhibit II is the LEA's plan to be completed prior to distribution of funds.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers' Association President (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

USD #: _____ (Participating LEA)

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

For the State

Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

USD #

Detailed Table (A)(1)

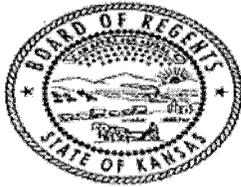
Participating LEAs	LEA Demographics		Signature on MOUs			MOU Terms	Preliminary Scope of Work - Participation in each applicable Plan Criterion																			
	# of Schools	# of K-12 students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)		President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	B3	C3i	C3ii	C3iii	D2i	D2ii	D2iii	D2iva	D2ivb	D2ivc	D2ivd	D3i	D3ii	D5i	D5ii	E2		
USD Name																										
Name of LEA here																										
Erle-Galesburg USD 101	3	530	297	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Cimarron-Ensign USD 102	2	713	278	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cheylin USD 103	2	141	85	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rawlins County USD 105	2	326	180	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Western Plains USD 106	3	172	100	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rock Hills USD 107	3	309	134	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washington County USD 108	2	408	197	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Republic County USD 109	3	497	272	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thunder Ridge Schools USD 110	3	245	130	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Doniphan West USD 111	4	393	143	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greely County Schools USD 200	2	223	113	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Turner-Kansas City USD 202	7	4050	2786	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Piper-Kansas City USD 203	3	1706	280	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bonner Springs USD 204	5	2488	1193	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Remington-Whitewater USD 206	3	547	192	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ft. Leavenworth USD 207	4	1967	192	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trego County USD 208	2	414	129	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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	# of Schools	# of K-12 students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		B3	C3i	C3ii	C3iii	D2i	D2ii	D2iii	D2iva	D2ivb	D2ivc	D2ivd	D3i	D3ii	D5i	D5ii	E2	
USD Name North Ottawa County USD 239	2	641	255	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Twin Valley USD 240 Wallace County Schools USD 241	4	645	251	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Weskan USD 242	2	211	94	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burlington USD 244	3	864	353	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
LeRoy-Gridley USD 245	4	255	106	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cherokee USD 247	4	684	413	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Girard USD 248	3	1053	525	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frontenac USD 249	3	895	390	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pittsburg USD 250	6	2890	1865	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Lyon County USD 251 Southern Lyon County USD 252	4	526	234	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Emporia USD 253	11	4622	2934	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barber County North USD 254	2	481	201	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Barber USD 255	2	239	108	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marmaton Valley USD 256	2	359	211	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iola USD 257	5	1352	779	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Humboldt USD 258	3	539	294	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wichita USD 259	85	47753	34069	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Derby USD 260	12	6671	2733	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haysville USD 261	10	5048	2430	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Center USD 262	5	2593	825	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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	# of Schools	# of K-12 students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		B3	C3i	C3ii	C3iii	D2i	D2ii	D2iii	D2iva	D2ivb	D2ivc	D2ivd	D3i	D3ii	D5i	D5ii	E2	
USD Name																								
Rock Creek USD 323	3	883	270	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phillipsburg USD 325	3	643	253	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Logan USD 326	2	191	108	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ellisworth-Kanopolis-Geneseo USD 327	3	600	244	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mill Creek Valley USD 329	5	498	170	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mission Valley USD 330	2	518	211	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingman-Norwich USD 331	4	1062	486	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cunningham USD 332	2	191	81	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concordia USD 333	3	1132	629	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Jackson USD 335	2	397	158	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holton USD 336	4	1034	370	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Royal Valley USD 337	3	926	405	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Falls USD 338	2	429	187	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson County North USD 339	2	504	161	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson West USD 340	4	927	242	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McLouth USD 342	3	524	175	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perry-Lecompton USD 343	3	996	349	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pleasanton USD 344	2	345	203	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seaman USD 345	8	3730	1173	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jayhawk USD 346	2	546	276	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kinsley USD 347	2	381	206	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baldwin USD 348	6	1411	367	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signature on MOUs			MOU Terms	Preliminary Scope of Work - Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		B3	C3i	C3ii	C3iii	D2i	D2ii	D2iii	D2iva	D2ivb	D2ivc	D2ivd	D3i	D3ii	D5i	D5ii	E2	
USD Name																								
Paradise USD 399	2	135	59	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Smoky Valley USD 400	5	1079	346	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chase/Raymond USD 401	3	149	106	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Augusta USD 402	6	2378	861	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Otis-Bison USD 403	2	180	71	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverton USD 404	3	827	473	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lyons USD 405	4	794	561	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wathena USD 406	2	429	150	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Russell County USD 407	6	987	511	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion-Florence USD 408	3	605	258	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atehison USD 409	5	1743	1119	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Durham-Hillsboro-Lehigh USD 410	3	594	229	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Goessel USD 411	2	267	77	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hoxie USD 412	2	314	92	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hwiawatha USD 415	3	880	448	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Louisburg USD 416	5	1749	387	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morris County USD 417	4	788	332	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McPherson USD 418	6	2387	891	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canton-Galva USD 419	3	394	158	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Osage City USD 420	3	668	292	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lyndon USD 421	2	443	128	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y?	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greensburg USD 422	2	213	74	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signature on MOUs			MOU Terms	Preliminary Scope of Work - Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		B3	C3i	C3ii	C3iii	D2i	D2ii	D2iii	D2iva	D2ivb	D2ivc	D2ivd	D3i	D3ii	D5i	D5ii	E2	
USD Name																								
Easton USD 449	4	723	204	Y	Y	NA	Y																	
Shawnee Heights USD 450	6	3496	1066	Y	Y	Y	Y																	
B & B USD 451	2	190	50	Y	Y	N	N																	
Leavenworth USD 453	10	4075	2247	Y	Y	Y	Y																	
Burlingame USD 454	2	333	146	Y	Y	Y	Y																	
Garden City USD 457	16	7401	5093	Y	Y	Y	Y																	
Basehor-Linwood USD 458	5	2251	330	Y	Y	Y	Y																	
Bucklin USD 459	2	260	134	Y	Y	N	Y																	
Hesston USD 460	3	841	268	Y	Y	Y	Y																	
Central USD 462	2	355	179	Y	Y	Y	Y																	
Udall USD 463	3	382	158	Y	Y	Y	Y																	
Tonganoxie USD 464	3	1937	642	Y	Y	Y	Y																	
Winfield USD 465	8	2475	1276	Y	Y	Y	Y																	
Scott County USD 466	3	892	456	Y	Y	Y	Y																	
Leoti USD 467	2	454	241	Y	Y	Y	Y																	
Healy USD 468	2	97	48	Y	Y	N/A	Y																	
Lansing USD 469	3	2597	532	Y	Y	Y	Y																	
Arkansas City USD 470	8	2797	1781	Y	Y	Y	Y																	
Dexter USD 471	2	158	64	Y	Y	Y	Y																	
Chapman USD 473	6	985	411	Y	Y	Y	Y																	
Haviland USD 474	2	147	71	Y	Y	Y	Y																	
Geary County USD 475	17	7645	3992	Y	Y	Y	Y																	
Copeland USD 476	2	81	59	Y	Y	Y	Y																	



KANSAS BOARD OF REGENTS

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January 15, 2010

Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Interim Commissioner DeBacker,

The Kansas Board of Regents (KBOR) is pleased to express its support and commitment for Kansas's participation in the Race to the Top (RTTT) application and plan developed by the Kansas Department of Education (KSDE) in collaboration with the State's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas, specifically in the areas of Data Systems to Support Instruction and Great Teachers and Leaders.

The KSDE is currently working with state agencies to enable data users to have access to the full spectrum of student information from pre-kindergarten to adulthood. The Kansas Connected Systems group, comprised of representatives from the KSDE, Kansas Department of Revenue, Kansas Department of Administration, Kansas Department of Health and Environment, Kansas Social and Rehabilitative Services, Kansas Board of Regents, Kansas Department of Corrections, and the Kansas Department of Commerce, is exploring ways to share data across agencies in order to increase the data available to each agency without an increase in reporting requirements for the reporting entities. We are committed to continued collaboration with the KSDE and other agencies and organizations toward our mutual goal of increasing the value and use of longitudinal data. Attaining this goal is central to assuring that policymakers and educators have meaningful information for informed program planning and decision making at all levels of the educational system.

In addition to the initiatives focusing on data systems to support instruction, the KBOR also supports the efforts to meet the State's objective of providing an effective educator in each

Dr. Diane DeBacker
January 15, 2010
Page Two

classroom and an effective leader in each school. The KSDE formed two separate Commissions to advance that agenda.

The Teaching in Kansas Commission was formed to evaluate and identify areas of teacher and principal shortage, including the preparation, recruitment, retention and licensure of Kansas teachers and generated recommendations for three states of implementation. 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. As a member of the National Governors' Association (NGA) Center for Best Practices Policy Academy, the KSDE has engaged stakeholders across the state and nation in discussing new models 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.

Again, the Kansas Board of Regents is truly pleased to support KSDE's application for a Race To The Top grant, and we affirm our commitment to implement the KBOR activities identified in the proposal. This is an exciting opportunity for the State of Kansas. We look forward to supporting the continuing efforts to develop common core standards and assessments, effective teachers and leaders, collaborative data systems to support instruction, and the kind of support and technical assistance essential to effectively assist struggling schools.

Sincerely,

(b)(6)

Reginald L. Robinson
President and CEO

01/08/2010 12:09 FAX

0002/0002

PAT ROBERTS
KANSAS

COMMITTEE:
AGRICULTURE

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United States Senate

WASHINGTON, DC 20510-1605

January 8, 2010

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<http://roberts.senate.gov>

Dr. Diane DeBacker
Interim Commissioner
Kansas State Department of Education
120 SE 10th St
Topeka, KS 66612

Dear Dr. DeBacker:

I write today in support of the Kansas State Department of Education's (KSDE) application for the Race to the Top (RTTT) grant. I believe that Kansas is a strong contender for the RTTT funds based on the evidence of past success thus far in several of the core reform areas.

KSDE is a leader in the initiative to establish national common standards for the collection and reporting of educational data. It is working with state agencies to enable data users to have access to student information from pre-kindergarten to adulthood.

To ensure that there is an effective educator in each classroom and an effective leader in each school, KSDE has created two separate commissions. The Teaching in Kansas Commission evaluates and identifies areas of teacher and principal shortage. The Kansas Educational Leadership Commission makes recommendations about the role leadership plays in student learning and achievement.

KSDE has developed and implemented the Kansas System of District and School Support Framework for districts with schools that are actively engaged in continuous school improvement. This framework provides strategies to allow school districts to make improvements prior to state intervention.

I am pleased to support KSDE's application for the RTTT grant. This funding will allow KSDE to continue its success in the core reform areas. Please keep me informed on the progress of your application.

With every best wish,

Sincerely,

Pat Roberts

PR:rm



January 6, 2010

Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Interim Commissioner DeBacker:

The University of Kansas (KU) is pleased to express its support for Kansas' participation in the Race to the Top (RTTT) application and the resulting plan developed by the Kansas Department of Education in collaboration with the state's education community. We believe that the strong working partnership between KU and the Kansas Department of Education makes Kansas is a strong contender for the RTTT funds, based on evidence of our past success in each of the four core reform areas. This partnership is strong in all areas but is particularly strong in math and science.

The KSDE has made significant progress in developing and adopting common standards. Several KU faculty members participated in the development of these standards. These standards include rigorous content, higher order skills, and are based on the latest research. The Kansas Board of Regents curriculum continues to evolve to include changes like an additional year of high school math during the senior year.

The KSDE is a leader in the initiative to establish national common standards for the collection and reporting of educational data. KSDE mentored many other states in areas of data governance, data quality certification, master data management, and the data request review process. The Center for Science Education at KU is working with KSDE and the Kauffman Foundation to establish an Educational Research Consortium in the Kansas City metropolitan area. This multi-institutional research group is lead by scientific, economic, and educational researchers from the University of Kansas. This unique research Consortium is studying a suite of new interventions intended to improve K-12 science, technology, engineering and mathematics (STEM) education in 32 regional public school districts and two Catholic school systems. This Consortium will systematically examine the influence of systemic and local changes in curriculum, teaching practice, educational policy, and state and local regulation on both student achievement in K-12 science and mathematics content and student choice of STEM career pathways. Over the longer term, the Consortium will become a means for studying educational change and examining how new educational policies, curricula and programs foster improvements in STEM education among the highly diverse educational environments found in partner districts.

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To meet the State's objective of providing an effective educator in each classroom the Center for Science Education has State Board of Education approval for an innovative and experimental licensure program, UKanTeach [www.UKanTeach.ku.edu.] UKanTeach is a program of the 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.

The KSDE developed and implemented the Kansas System of District and School Support Framework for districts with schools that are actively engaged in continuous school improvement. Based on this professional development model, UKanTeach established an induction program, the purpose of which is to increase 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 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.

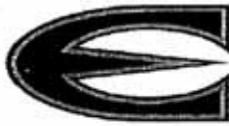
To help low-performing students, the Middle School Science Academy works with teachers in the Topeka Public Schools to gain in-depth understanding of science concepts. Teachers learn and practice effective instructional techniques such as inquiry laboratory activities. Additionally, teachers in Kansas City Kansas Public Schools and the Topeka Public Schools will participate in an in-depth research experience in the KU natural science research laboratories in order to develop programs for their students.

Again, it is with pleasure for University of Kansas to support KSDE's application for a Race to the Top grant. This is an exciting opportunity for the State of Kansas. Today KU Chancellor Gray Little and three other leaders of public research universities will hand deliver to President Obama at the White House a letter from 79 public university leaders pledging to address the national shortage of science and mathematics teachers.

Sincerely,

(b)(6)

Danny J. Anderson
Interim Provost and Vice Chancellor



EMPORIA STATE UNIVERSITY™

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THE TEACHERS COLLEGE
OFFICE OF THE DEAN
Campus Box 4036

January 5, 2010

Pamela Coleman
Director, Teacher Education and Licensure
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Director Coleman:

Emporia State University is pleased to express its support for Kansas' participation in the Race to the Top (RTTT) application and plan developed by the Kansas Department of Education in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas, specifically in the area of Great Teachers and Leaders.

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 was formed to evaluate and identify areas of teacher and principal shortage, including the preparation, recruitment, retention and licensure of Kansas teachers and generated recommendations for three states of implementation. 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. As a member of the National Governor's Association (NGA) Center for Best Practices Policy Academy, the KSDE has engaged stakeholders across the state and nation in discussing new models 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. Kansas is leading a six state consortia charged with devising a new system of educator recruitment, preparation, development and empowerment to transform today's traditional schools into tomorrow's dynamic learning environments. Members of the design team include the SEA, institutions of higher education and LEA's.

Again, it is with pleasure for Emporia State University to support KSDE's application for a Race To The Top grant. This is an exciting opportunity for the State of Kansas. We look forward to supporting the continued efforts of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Sincerely,
(b)(6)

J. Phillip Bennett, Ph.D.,
Dean

W/TC/Dean/RaceToTheTop/LetterOfSupportESU

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Making public schools great for every child

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1886

January 13, 2010

Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
120 SE 10TH Ave
Topeka, KS 66612

Dear Dr. DeBacker:

Public education is at a crossroads in Kansas. For over a decade, the 25,000+ members of Kansas National Education Association (KNEA) have advocated for a compelling vision – a great public school for every child, a strong and vibrant profession of teaching, and the working conditions and salaries that will attract and retain excellent people to serve as educators. Our commitment is unwavering and we believe that many aspects of Kansas' proposed application for Race to the Top (RTTT) could support our vision.

Quality Public Schools:

Over the past decade, KNEA instituted several key initiatives to transform Kansas public schools.

- One of the first online databases on closing achievement gaps
- A cadre of exemplary educators to provide assistance to school improvement teams statewide
- Development of a strong culture of collaborative problem solving in school districts
- Leadership to infuse 21ST Century Skills into our curriculum standards
- Through Kansas Learning First Alliance, efforts to improve teaching and learning in reading, mathematics, science, and across the curriculum
- Partnership with KSDE and McREL that helped teachers develop and use assessments that reflect deeper levels of knowledge and skills

As we've progressed in these areas, KNEA has been guided by the understanding that assessment must not be an event that detracts from teaching and learning but must be embedded within authentic learning experiences, must represent growth, and must provide timely data that improves teaching and learning. But test results are not adequate to serve as the sole indicator of student learning... or teacher performance. In particular, standardized test data has severe limitations, and no statistical tools provide adequate analysis that would allow such data to be utilized for high stakes decisions such as evaluation or compensation. The standards, assessments, and data systems proposed within RTTT must rise to this high vision if we are truly to improve education for each student.

Strengthening the Teaching Profession:

Ensuring excellence in teaching and learning is at the forefront of KNEA's work in several initiatives.

- Standards for quality new teacher induction and mentoring
- Facilitation of successful induction and peer assistance programs
- Support for educators pursuing National Board Certification
- Leadership for use of the "KanTeLL" survey, a tool that highlighted the link between great leadership and both student achievement and teacher retention
- Dissemination of best practices in evaluation and compensation
- Resources to guide development of evaluation and compensation systems at the local level

KNEA firmly believes that decisions on evaluation and compensation must be made locally through well established procedures including collective bargaining. There is no question that a strong culture of collaborative problem-solving must undergird the professional negotiations process to develop both evaluation systems and compensation plans. This same collaborative process must also be evident in implementation and evaluation of these plans to ensure they enhance the teaching profession and support improved teaching and learning.

Despite all these elements of KNEA's support for this crucial work, we must also express our serious concern about the prospects for our vision. A crisis in funding for public education in Kansas has resulted in significant cuts that have impacted class size, diminished programs for students, dramatically curtailed professional development, and increased

demands on educators' time. Had it not been for federal stimulus funds, we would be faced with even greater cuts to services, all of which will take years to overcome. We believe that Kansas must first commit to restoring education funding if we are to have any hope of successfully implementing the challenging range of RTTT strategies. It is time that policy-makers match our level of commitment by investing the necessary resources. RTTT cannot be a funding stop-gap to fill budgetary holes.

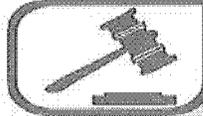
In conclusion, the members of KNEA are fully committed to work as partners to achieve a great public school for every child. It is our sincere hope that the work outlined within the Kansas RTTT application, if implemented as a true partnership and with the commitment of needed resources, will complement our efforts in pursuit of this vision.

Sincerely,

(b)(6)

Blake West, Ed.D.
President, Kansas National Education Association

KANSAS
ASSOCIATION



OF
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1420 Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

January 4, 2009

Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Dr. DeBacker:

The Kansas Association of School Boards is pleased to express its support for Kansas' participation in the Race to the Top (RTTT) application and plan developed by the Kansas Department of Education in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas, specifically in the area of

The KSDE has made significant progress and continues its plans for developing and adopting common 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 rigorous content higher order skills, and based on research and evidence. Current Kansas standards are already based on national standards developed by 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.

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 was formed to evaluate and identify areas of teacher and principal shortage, including the preparation, recruitment, retention and licensure of Kansas teachers and generated recommendations for three states of implementation. 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. As a member of the National Governor's Association (NGA) Center for Best Practices Policy Academy, the KSDE has engaged stakeholders across the state and nation in discussing new models 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 KSDE 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 practices to develop transparent policy and agency procedures

Dr. Diane DeBacker
December 4, 2009
Page 2

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 improvements prior to state intervention to restructure. In addition, the KSDE formed the Kansas Learning Network (KLN) that mandates participation of the districts that are on improvement or have schools so designated. The Network was designed to develop regional and collaborative structures to create expertise and share resources that expand capacity to scale effective practices and strategies.

Again, it is with pleasure for KASB to support KSDE's application for a Race To The Top grant. This is an exciting opportunity for the State of Kansas. We look forward to supporting the continued efforts of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Sincerely,

(b)(6)

John W. Koepke
Executive Director



January 15, 2010

Dr. Diane DeBacker, Interim Commissioner
Kansas State Department of Education
120 SE 10th Avenue
Topeka, Kansas 66612

Dear Interim Commissioner DeBacker:

United School Administrators of Kansas (USA|Kansas®) is submitting this letter on behalf of Kansas' Race to the Top (RTTT) application and plan developed by the Kansas Department of Education in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Education administrators are committed to ensuring that each and every child in Kansas receives a quality education that will help them reach their potential and become successful, productive adults. As a professional association representing education administrators at the building and district level, USA|Kansas strives to serve, support, and develop educational leaders committed to the continuous improvement of education in Kansas.

High expectations and accountability for student success

"High achievement always takes place in the framework of high expectation." – Charles F. Kettering, American engineer and inventor of the electric starter

Kansas has made significant progress and continues its plans for developing and adopting common standards that are internationally benchmarked, aligned with work and post-secondary education and based on research and evidence. At the same time, the state respects the traditional role of district decision-making in developing curriculum and adopting textbooks that will best meet the learning needs of students at the local level. Currently, Kansas standards are based on national standards developed by 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.

We believe that Kansas is a leader in the initiative to establish national common standards for the collection and reporting of educational data and has mentored many states in areas of data governance, data quality certification, master data management and the data request review process. The KSDE is currently working with state agencies to enable data users to have access to the full spectrum of student information from pre-kindergarten to adulthood. The Kansas Connected Systems group, comprised of representatives from the KSDE, Kansas Department of Revenue, Kansas Department of Administration, Kansas Department of Health and Environment, Kansas Social and Rehabilitative Services, Kansas Board of Regents, Kansas Department of Corrections, and the Kansas Department of Commerce, is exploring ways of sharing data across agencies in order to increase the data available to each agency without an increase in reporting requirements for the reporting entities.

Educational Leadership

Kansas has placed a great deal of emphasis on recruiting and retaining highly qualified teachers and leaders. 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** was formed to evaluate and identify areas of teacher and principal shortage, including the preparation, recruitment, retention and licensure of Kansas teachers and generated recommendations for three states of implementation. 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. As a member of the National Governor's Association (NGA) Center for Best Practices Policy Academy, the KSDE has engaged stakeholders across the state and nation in discussing new models 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.

Research supports the link between leadership – at the district and building level – and improved student achievement and educational equity. Administrators recognize that effective leadership is an important influence on decisions that teachers and administrators make about their future. This is especially critical when we consider the human capital and resources necessary to support struggling schools and those professionals who commit to working with our most vulnerable students.

Low-performing schools

The KSDE 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 practices to develop 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 improvements prior to state intervention to restructure. In addition, the KSDE formed the **Kansas Learning Network (KLN)** that mandates participation of the districts that are on improvement or have schools so designated. The Network was designed to develop regional and collaborative structures to create expertise and share resources that expand capacity to scale effective practices and strategies.

In Kansas, we know from first-hand experience that effective and successful leaders develop and maintain a culture of shared ownership at all levels, work to engage the community and make effective decisions about the allocation of resources. Administrators are concerned that the current unprecedented, economic challenges at the state and federal level will cripple programs that support quality instruction and leadership and have long-term, negative impacts on student achievement and academic progress.

The RTTT funds promise to stimulate innovation and encourage continued efforts to ensure that each child has the opportunity to benefit from a rigorous K-12 education experience. This is an exciting opportunity for the State of Kansas and we look forward to working with the Kansas State Department of Education to further develop common core standards and assessments; ensure effective teachers and leaders; strengthen collaborative data systems to support instruction; and enhance technical assistance and support provided to struggling schools.

Sincerely,

(b)(6)

Cheryl L. Semmel
Executive Director



NATIONAL
STAFF
DEVELOPMENT
COUNCIL

Stephanie Hirsch
Executive Director
972-421-0900
stephanie.hirsch@nsdc.org

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www.nsdc.org

January 4, 2010

Pamela Coleman
Director, Teacher Education and Licensure
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Director Coleman:

National Staff Development Council is pleased to express its support for Kansas' participation in the Race to the Top (RTTT) application and plan developed by the Kansas Department of Education in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas.

NSDC applauds KSDE's long-history of support for ensuring great teachers for every student and great leaders for every school. Kansas leaders have consistently stayed abreast of new research regarding how to increase the effectiveness and impact of professional development. Kansas was one of the first states to adopt official standards for professional development as well as require districts to develop results-based professional development plans. Kansas was among the first states to introduce strategies that shifted attention and rewards from seat time to professional development results in terms of teacher practice and student learning. Kansas has set the pace for other states to follow and merits the opportunity to take its work to the next level.

As a result, it is with pleasure that the National Staff Development Council supports KSDE's application for an RTTT grant. This is an exciting opportunity for the State of Kansas. We look forward to supporting as appropriate and requested the continued efforts of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Sincerely,

(b)(6)

Stephanie Hirsch
Executive Director



December 29, 2009

Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
320 SE 10th Ave
Topeka, KS 66612

Dear Interim Commissioner DeBacker:

Communities In Schools of Kansas is pleased to express our support for Kansas' participation in the Race to the Top (RTTT) application and plan developed by the Kansas Department of Education in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas, specifically in the area of helping struggling schools.

With one of the stated goals of reform being Turning Around the Lowest-Achieving Schools, it is important to note that KSDE is strongly supported by – and in turn supports – organizations such as Communities In Schools of Kansas, in large part because we are committed to many of the same methods to see students and schools achieve success. These include bringing parents, community members and community agencies and groups into schools to provide resources and services. Vital investments occur when such efforts happen: parents become more involved in their children's educations; neighbors provide important inputs such as academic tutoring and mentoring; needs and solutions are identified; services are provided where the students already are, helping eliminate barriers such as parents' missed time at work or transportation difficulties. And these types of supports can be provided during regular, extended, or out-of-school time hours and are flexible to fit within regular and extended school years, because they come from within the local community.

Further, KSDE 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 practices to develop 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 improvements prior to state intervention to restructure. In addition, the KSDE formed the Kansas Learning Network (KLN) that mandates participation of the districts that are on improvement or have schools so designated. The Network was designed to develop regional and collaborative structures to create expertise and share resources that expand capacity to scale effective practices and strategies.

Again, Communities In Schools of Kansas is proud to support KSDE's application for a Race To The Top grant. This is an exciting opportunity for the State of Kansas. We look forward to supporting the continued efforts of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Sincerely,

(b)(6)

Malissa Martin-Wilke
President,
Communities In Schools of Kansas

Communities In Schools of Kansas, Inc.

2711 West 6th Street, Suite E, Lawrence, Kansas 66049 • Tel(785) 856-5190 • Fax(785) 856-5191 • www.ciskansas.org



Families Together, Inc.

Parent Training & Information Centers for Kansas

Home Page:
<http://www.families-togetherinc.org>

Administrative Center
313 N. Seneca
Wichita, Kansas 67203
Voice/TDD (316) 945-7747
1-888-815-6364
Fax (316) 263-8031

Wichita Parent Center
3033 W. 7th, Suite 106
Wichita, KS 67203
Voice/TDD (316) 945-7747
1-888-815-6364
Fax (316) 945-7795
wichita@families-togetherinc.org

Topeka Parent Center
501 Jackson, Suite 400
Topeka, KS 66603
Voice/TDD (785) 233-4777
1-800-264-6331
Fax (785) 233-4787
topka@families-togetherinc.org

Garden City Parent Center
1518 Taylor Plaza
Garden City, KS 67546
Voice/TDD (620) 776-6364
1-888-820-6364
Español (620) 776-3384
Fax (620) 776-3488
gardencity@families-togetherinc.org

Kansas City Parent Center
1313 Mendota Lark Ln., Suite 103
Kansas City, KS 66102
Voice/TDD (913) 287-1970
1-877-499-5369
Fax (913) 287-1972
kansascity@families-togetherinc.org

Statewide Spanish Parent Line
1-800-499-9443

January 5, 2010

Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Interim Commissioner DeBacker:

Families Together, Inc. is pleased to express its support for Kansas' participation in the Race to the Top (RTTT) application and plan developed by the Kansas Department of Education in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas, specifically in the area of Standards and Assessment and Data Systems to Support Instruction.

As the Parent Training and Information Center for Kansas, Families Together has worked with KSDE to create a system of support for students with disabilities and their families. The collaboration with the Department has made it possible for parents to learn about how the standards impact their child's education. The Data Systems developed, with parental input from the PTI, has helped parents to understand the strengths and needs of their child or youth. This information helps parents become good partners with their child's school in the educational process.

The development of an infrastructure for a Multi-tiered System of Support for students, combined with parent involvement will provide Kansas children and youth with the support that they need to succeed in our global society. Children with disabilities and their parents receive training on these topics through a collaboration between Families Together and KSDE.

Again, it is with pleasure for Families Together, Inc. to support KSDE's application for a Race To The Top grant. This is an exciting opportunity for the State of Kansas. We look forward to supporting the continued efforts of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Sincerely,

(b)(6)

Connie Zienkewicz
Executive Director

Assisting Parents and Their Sons and Daughters with Disabilities

December 29, 2009



Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Interim Commissioner DeBacker:

The Kansas Enrichment Network is pleased to express its support for Kansas' participation in the Race to the Top (RTTT) application and plan developed by the Kansas State Department of Education (KSDE) in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas, specifically in the area of struggling schools.

As The KSDE approaches Turning Around the Lowest-Achieving Schools, they 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 practices to develop transparent policy and agency procedures that can be used to drive improvement across the State of Kansas. It provides strategies that leverage resources and consequences to allow districts to act independently to make improvements prior to state intervention to restructure. In addition, the KSDE formed the Kansas Learning Network (KLN) that mandates participation of the districts that are on improvement or have schools so designated. The Network was designed to develop regional and collaborative structures to create expertise and share resources that expand capacity to scale effective practices and strategies.

The KSDE seeks to involve both parents and the community at large. Community agencies, such as the Kansas Enrichment Network, work to encourage service to schools. Goals specifically target longer academic and school time by extending the school day and school year. These strategies will contribute to greater academic and life-long success. As one of the agencies positioned to encourage extended learning opportunities, The Kansas Enrichment Network works with communities, businesses, and agencies to strengthen academics and build youth workforce skills while keeping youth safe and helping working families. Our Network stands ready to help The KSDE in bringing Kansas to the top in academics.

Additionally, The KSDE has seeks to create conditions and educational change through the other reform categories. In Standards and Assessment, The KSDE has made significant progress and continues its plans for developing and adopting common standards. With regards to Data Systems to Support Instruction, The KSDE is a leader in the initiative to establish national common standards for the collection and reporting of educational data and has mentored many states in areas of data governance, data quality certification, master data management and the data request review process. The Kansas Connected Systems group is exploring ways of sharing data across agencies in order to increase the data available to each agency without an increase in reporting requirements for the reporting entities. Finally, in the category of Great Teachers and Leaders, The Teaching in Kansas Commission evaluates and identifies areas of teacher and principal shortage, including the preparation, recruitment, retention and licensure of Kansas teachers and generated recommendations for three states of implementation. Similarly, 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.

Again, it is with pleasure for The Kansas Enrichment Network to support KSDE's application for a Race To The Top grant. This is an exciting opportunity for the State of Kansas. We look forward to supporting the continued efforts of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Sincerely,

(b)(6)

Marcia Dvorak, Ph.D.
Director
Kansas Enrichment Network
mdvoraki@ku.edu



A Project of Kansas Families and Schools Together, Inc.

December 30, 2009

Dr. Diane DeBacker
Interim Commissioner of Education
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

Dear Interim Commissioner DeBacker,

The Kansas Parent Information Resource Center (KPIRC) is pleased to express its support for Kansas' participation in the Race to the Top (RTTT) application and plan developed by the Kansas State Department of Education (KSDE) in collaboration with the state's education community. We believe that Kansas is a strong contender for the RTTT funds based on evidence of past success thus far in the four core reform areas, specifically in the area of Turning Around the Lowest-Achieving Schools in Kansas. The KSDE understands that to turn around low-achieving districts/schools, families and parents must be knowledgeable about and engaged in the improvement process.

The KSDE has 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 practices to develop 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 improvements prior to state intervention to restructure. The KSDE has incorporated the PTA National Family School Partnership Standards into the Integrated Improvement Plans to guide districts as they plan family engagement strategies in their improvement efforts to increase student achievement.

In addition, the KSDE formed the Kansas Learning Network (KLN) that mandates participation of the districts that are on improvement or have schools so designated. The Network was designed to develop regional and collaborative structures to create expertise and share resources that expand capacity to scale effective practices and strategies. The KPIRC has worked closely with KSDE to provide districts/schools with professional learning in family engagement policy and strategies as well as the development of resources for districts/schools to distribute to families to support their children's learning.

Again, it is with pleasure for KPIRC to support KSDE's application for a Race To The Top grant. This is an exciting opportunity for the State of Kansas. We look forward to supporting the continued efforts of the development of common core standards and assessments; effective teachers and leaders; collaborative data systems to support instruction; and the continued support and technical assistance provided to struggling schools.

Sincerely,

(b)(6)

Jane Groff
Director
Kansas Parent Information Resource Center (KPIRC)

Table (A) (3) (ii-1) Kansas State Assessment Percentages At or Above Proficient Mathematics 2003-2009

4th	State Assessment Percentage Proficient/Advanced										Mathematics		
	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL	
2003	72.4	72.6	72.1	78.0	47.3	55.7	60.4	80.8	57.9	75.4	48.1	73.8	
2004	79.6	80.1	79.1	84.3	61.1	65.2	69.9	86.7	67.1	82.7	57.9	81.1	
2005	84.5	85.2	83.8	88.9	68.3	70.5	76.4	90.6	73.9	87.7	60.4	86.1	
2006	81.6	82.1	81.1	86.3	61.5	68.2	71.7	88.9	70.9	84.3	64.0	83.3	
2007	84.6	84.8	84.5	88.7	68.6	73.9	77.8	89.9	73.3	88.1	69.8	86.2	
2008	86.1	86.3	85.8	89.8	70.5	77.1	78.5	92.2	75.3	89.5	73.4	87.5	
2009	86.6	86.8	86.3	90.6	69.6	77.1	79.5	92.6	73.7	90.1	75.3	87.9	
2003-09Chg	14	14	14	13	22	21	19	12	16	15	27	14	

7th	State Assessment Percentage Proficient/Advanced										Mathematics		
	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL	
2003	58.3	58.8	57.7	65.3	27.3	31.8	39.5	68.7	33.3	61.4	20.0	59.4	
2004	63.9	64.6	63.1	70.7	36.2	40.7	47.0	74.4	39.8	67.2	25.5	65.2	
2005	67.7	68.6	66.8	74.1	39.6	47.3	52.4	77.8	44.5	71.0	35.3	68.8	
2006	71.1	70.0	72.3	76.5	47.4	54.0	57.5	79.9	49.5	74.0	45.4	72.6	
2007	74.9	73.6	76.3	80.7	52.0	57.8	61.8	83.3	51.9	79.2	50.0	76.4	
2008	77.9	76.7	79.1	83.2	55.8	61.6	65.1	86.2	55.0	82.4	54.3	79.5	
2009	79.8	78.1	81.6	84.9	60.5	63.4	67.8	88.2	59.2	84.4	56.1	81.7	
2003-09Chg	22	19	24	20	33	32	28	20	26	23	36	22	

HS	State Assessment Percentage Proficient/Advanced										Mathematics		
	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL	
2003	43.5	44.5	42.3	49.3	15.0	17.2	24.3	50.6	18.8	44.9	11.5	44.2	
2004	48.9	50.1	47.7	54.5	18.0	23.9	29.2	56.7	22.3	50.6	12.7	49.7	
2005	50.6	52.1	49.0	56.8	20.7	24.4	31.3	58.9	24.8	52.6	13.2	51.2	
2006	59.8	60.3	59.3	65.9	32.4	34.7	41.1	68.3	32.5	62.3	26.0	60.9	
2007	71.2	71.6	70.8	76.4	43.1	49.9	55.5	77.5	45.0	74.7	39.7	72.2	
2008	76.4	76.8	76.0	81.5	49.8	57.6	61.5	82.7	51.9	79.6	46.4	77.4	
2009	78.2	78.4	78.1	83.4	50.1	62.2	64.2	84.6	54.9	81.3	52.9	79.0	
2003-09Chg	35	34	36	34	35	45	40	34	36	36	41	35	

Table (A) (3) (ii-2) Kansas State Assessment Percentages At or Above Proficient in Reading 2003-2009

5th	State Assessment Percentage Proficient/Advanced										Reading		
	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL	
2003	67.3	66.1	68.5	72.3	43.6	51.7	54.1	76.2	48.0	70.3	48.5	68.2	
2004	71.1	69.7	72.6	76.0	52.2	55.1	59.3	79.4	51.1	74.7	50.0	72.3	
2005	77.2	76.6	77.8	81.3	60.2	65.4	67.2	84.3	58.5	80.1	64.3	77.9	
2006	77.8	76.2	79.4	83.1	60.6	57.0	65.9	86.2	61.3	81.9	46.9	80.4	
2007	81.1	79.8	82.5	86.4	64.2	63.4	70.9	88.5	65.7	85.9	55.6	83.5	
2008	83.8	83.5	84.0	88.2	69.3	69.3	75.1	90.3	71.2	88.0	59.4	86.1	
2009	84.4	83.7	85.2	89.3	70.1	69.6	75.7	91.6	72.3	88.6	63.7	86.6	
2003-09Chg	17	18	17	17	27	18	22	15	24	18	15	18	

8th	State Assessment Percentage Proficient/Advanced										Reading		
	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL	
2003	68.4	64.8	72.3	73.3	45.0	51.3	53.4	76.2	38.0	72.3	51.3	68.9	
2004	73.6	70.3	77.1	78.2	53.1	56.9	59.4	81.2	44.3	77.2	52.0	74.2	
2005	76.0	72.9	79.3	80.8	57.6	60.2	63.2	83.7	48.2	79.6	57.5	76.5	
2006	78.4	75.9	81.1	83.9	58.9	57.5	64.7	86.9	55.7	82.3	38.5	80.4	
2007	78.9	76.9	81.1	84.6	59.6	59.0	66.6	86.5	58.7	83.4	41.1	80.9	
2008	82.4	80.5	84.5	88.0	62.9	63.3	70.0	90.0	62.7	86.7	46.1	84.3	
2009	84.6	83.2	86.1	89.8	66.6	66.8	73.2	92.2	66.5	89.0	51.6	86.6	
2003-09Chg	16	18	14	17	22	16	20	16	29	17	0.3	18	

11th	State Assessment Percentage Proficient/Advanced										Reading		
	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL	
2003	58.7	55.1	62.4	62.9	30.2	39.6	41.0	63.8	26.4	60.8	48.4	58.8	
2004	61.2	58.8	63.6	65.9	33.1	39.0	43.2	66.9	28.6	63.5	33.1	61.6	
2005	63.3	60.8	65.8	67.6	35.2	45.1	46.8	68.9	32.6	65.2	50.5	63.5	
2006	78.7	76.5	81.0	83.6	59.1	55.6	63.5	84.3	52.0	82.0	30.9	80.0	
2007	77.0	75.2	78.9	82.5	51.2	53.2	60.5	83.1	48.4	81.1	27.4	78.4	
2008	81.9	80.4	83.4	86.5	62.3	62.4	68.5	87.5	59.9	85.6	35.0	83.2	
2009	84.2	83.4	85.1	88.7	65.7	66.7	72.4	89.6	64.7	87.7	42.0	85.6	
2003-09Chg	26	28	23	26	36	27	31	26	38	27	-6	27	

Table (A) (3) (ii-3) Kansas State Assessment Gap Analysis for At or Above Percentages Proficient for Mathematics 2003-2009

4th	State Assessment Percentage Proficient/Advanced		White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
	Gender Gap*	White/Black Gap				
2003	0.5	30.7	22.3	20.4	17.5	25.7
2004	1.0	23.2	19.1	16.8	15.6	23.2
2005	1.4	20.6	18.4	14.2	13.8	25.7
2005	1.0	24.8	18.1	17.2	13.4	19.3
2007	0.3	20.1	14.8	12.1	14.8	16.4
2008	0.5	19.3	12.7	13.7	14.2	14.1
2009	0.5	21.0	13.5	13.1	16.4	12.6
7th	State Assessment Percentage Proficient/Advanced		White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
	Gender Gap	White/Black Gap				
2003	1.1	38.0	33.5	29.2	28.1	39.4
2004	1.5	34.5	30.0	27.4	27.4	39.7
2005	1.8	34.5	26.8	25.4	26.5	33.5
2006	-2.3	29.1	22.5	22.4	24.5	27.2
2007	-2.7	28.7	22.9	21.5	27.3	26.4
2008	-2.4	27.4	21.6	21.1	27.4	25.2
2009	-3.5	24.4	21.5	20.4	25.2	25.6
10th	State Assessment Percentage Proficient/Advanced		White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
	Gender Gap	White/Black Gap				
2003	2.2	34.3	32.1	26.3	26.1	32.7
2004	2.4	36.5	30.6	27.5	28.3	37.0
2005	3.1	36.1	32.4	27.6	27.8	38.0
2006	1.0	33.5	31.2	27.2	29.8	34.9
2007	0.8	33.3	26.5	22.0	29.7	32.5
2008	0.8	31.7	23.9	21.2	27.7	31.0
2009	0.3	33.3	21.2	20.4	26.4	26.1

*Gender differences = Male - Female

Table (A) (3) (ii-4) Kansas State Assessment Gap Analysis for At or Above Percentages Proficient for Reading 2003-2009

5th	State Assessment Percentage Proficient/Advanced		White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
	Gender Gap*	White/Black Gap				
2003	-2.4	28.7	20.6	22.1	22.3	19.7
2004	-2.9	23.8	20.9	20.1	23.6	22.3
2005	-1.2	21.1	15.9	17.1	21.6	13.6
2006	-3.2	22.5	26.1	20.3	20.6	33.5
2007	-2.7	22.2	23.0	17.6	20.2	27.9
2008	-0.5	18.9	18.9	15.2	16.8	26.7
2009	-1.5	19.2	19.7	15.9	16.3	22.9
8th	State Assessment Percentage Proficient/Advanced		White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
	Gender Gap	White/Black Gap				
2003	-7.5	28.3	22.0	22.8	34.3	17.6
2004	-6.8	25.1	21.3	21.8	32.9	22.2
2005	-6.4	23.2	20.6	20.5	31.4	19.0
2006	-5.2	25.0	26.4	22.2	26.6	41.9
2007	-4.2	25.0	25.6	19.9	24.7	39.8
2008	-4.0	25.1	24.7	20.0	24.0	38.2
2009	-2.9	23.2	23.0	19.0	22.5	35.0
11th	State Assessment Percentage Proficient/Advanced		White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
	Gender Gap	White/Black Gap				
2003	-7.3	32.7	23.3	22.8	34.4	10.4
2004	-4.8	32.8	26.9	23.7	34.9	28.5
2005	-5.0	32.4	22.5	22.1	32.6	13.0
2006	-4.5	24.5	28.0	20.8	30.0	49.1
2007	-3.7	31.3	29.3	22.6	32.7	51.0
2008	-3.0	24.2	24.1	19.0	25.7	48.2
2009	-1.7	23.0	22.0	17.2	23.0	43.6

*Gender differences = Male - Female

Table (A) (3) (ii-5) Kansas NAEP Percentages At or Above Proficient in Math & Reading 2003-2009*

4th	NAEP - Percentage Proficient/Advanced										Mathematics					
	National-All	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL			
2003	31	41	44	39	47	13	19	24	53	13	45	16	42			
2005	35	47	48	45	52	24	30	30	59	20	50	23	48			
2007	39	51	54	48	58	21	29	34	63	24	54	21	54			
2009	39	46	48	44	55	18	24	32	60	23	49	21	49			
2003-09Chg	8	5	4	5	8	5	5	8	7	10	4	5	7			
8th	NAEP - Percentage Proficient/Advanced										Mathematics					
National-All	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL				
2003	27	34	34	34	39	8	16	6	38	6	38	9	35			
2005	28	34	35	32	39	12	14	19	43	8	37	3	35			
2007	31	40	41	39	46	16	16	23	50	9	43	8	42			
2009	32	39	43	36	45	15	22	24	51	9	43	10	41			
2003-09Chg	5	5	9	2	6	7	6	18	13	3	5	1	6			
4th	NAEP - Percentage Proficient/Advanced										Reading					
National-All	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL				
2003	30	33	29	36	37	14	19	18	42	8	36	7	33			
2005	30	32	30	35	37	10	14	20	42	11	35	9	34			
2007	32	36	33	40	41	18	19	21	46	13	38	14	38			
2003-07Chg	2	3	4	4	4	4	0	3	4	5	2	7	5			
8th	NAEP - Percentage Proficient/Advanced										Reading					
National-All	Kansas-All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL				
2003	30	35	28	42	40	10	17	22	42	8	38	0	36			
2005	29	35	30	40	39	15	14	21	43	8	38	0	35			
2007	29	35	30	41	40	12	17	20	44	6	38	5	36			
2003-07Chg	-1	0	2	-1	0	2	0	-2	2	-2	0	5	0			

*2009 NAEP Reading data not yet available

Table (A) (3) (ii-6) Kansas NAEP Gap Analysis for At or Above Percentages Proficient for Math & Reading 2003-2009

4th	NAEP - Percentage Proficient/Advanced		Mathematics			
	Gender Gap**	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
2003	5	34	28	29	32	26
2005	3	28	22	29	30	25
2007	6	37	29	29	30	33
2009	4 (.5)	37 (21)	31 (14)	28 (13)	26 (16)	28 (13)
8th	NAEP - Percentage Proficient/Advanced		Mathematics			
	Gender Gap	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
2003	0	31	23	32	32	26
2005	3	27	25	24	29	32
2007	2	30	30	27	34	34
2009	7 (4)	30 (24)	23 (22)	27 (20)	34 (25)	31 (26)
4th	NAEP - Percentage Proficient/Advanced		Reading			
	Gender Gap	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
2003	-7	23	18	24	28	26
2005	-5	27	23	22	24	25
2007	-7 (13)	23 (22)	22 (23)	25 (18)	25 (20)	24 (28)
8th	NAEP - Percentage Proficient/Advanced		Reading			
	Gender Gap	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap
2003	-14	30	33	20	30	36
2005	-10	24	25	22	30	35
2007	-11 (4)	28 (25)	23 (26)	24 (20)	32 (25)	31 (40)

*2009 NAEP Reading data not yet available

**Gender differences = Male - Female

2009 Gaps for State Assessment data are provided in parenthesis

Table (A) (3) (ii-7). Kansas NAEP Average Scale Scores in Math & Reading 2003-2009*

4th	NAEP - Average Scale Score							Mathematics						
	# assessed	All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL	
2003	3100	242	244	240	246	217	230	231	249	219	245	224	242	
2005	3300	246	247	245	249	228	234	235	254	226	248	229	247	
2007	2900	248	249	247	252	226	234	237	255	226	251	229	250	
2009	3000	245	246	244	251	224	233	236	254	227	248	231	247	
2003-09Chg		3	2	4	5	7	3	5	5	8	3	7	5	
8th	NAEP - Average Scale Score							Mathematics						
# assessed	All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL		
2003	3000	284	284	284	290	252	263	270	291	252	288	249	285	
2005	2700	284	285	283	289	256	266	270	293	251	288	251	285	
2007	2600	290	291	289	295	267	269	275	299	257	293	255	292	
2009	2700	289	290	287	294	264	274	276	298	254	292	260	290	
2003-09Chg		5	6	3	4	12	11	6	7	2	4	11	5	
4th	NAEP - Average Scale Score							Reading						
# assessed	All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL	Not ELL		
2003	3100	220	216	224	225	197	207	206	230	185	224	191	221	
2005	3100	220	218	223	225	196	203	208	230	187	224	195	222	
2007	2800	225	221	228	229	208	209	212	233	191	227	201	227	
2003-07Chg		5	5	4	4	11	2	6	3	6	3	10	6	
8th	NAEP - Average Scale Score							Reading						
# assessed	All	Male	Female	White	Black	Hispanic	F & R	Not F & R	SD	Not SD	ELL**	Not ELL		
2003	3000	266	260	272	271	243	245	253	273	232	270	267		
2005	2700	267	262	271	271	247	249	254	275	235	270	267		
2007	2800	267	263	272	272	246	248	253	275	232	271	269		
2003-07Chg		1	3	0	1	3	3	0	2	0	1	2		

*2009 NAEP Reading data not yet available

**No ELL in 2003 and 2005

Table (A) (3) (ii-8) Kansas NAEP Average Scale Score Gap Analysis for Math & Reading 2003-2009*

4th	NAEP - Average Scale Score				Mathematics			
	# assessed	Gender Gap**	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap	
2003	3100	4	29	13	18	26	28	
2005	3300	2	21	15	19	22	18	
2007	2900	2	26	18	18	25	21	
2009	3000	2	27	18	18	21	16	
8th	NAEP - Average Scale Score				Mathematics			
	# assessed	Gender Gap	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap	
2003	3000	0	38	27	21	36	36	
2005	2700	2	33	23	23	37	34	
2007	2600	2	28	26	22	36	37	
2009	2700	3	30	20	22	38	30	
4th	NAEP - Average Scale Score				Reading			
	# assessed	Gender Gap	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap	
2003	3100	-8	28	18	24	39	30	
2005	3100	-5	29	22	22	37	27	
2007	2800	-7	21	20	21	36	26	
8th	NAEP - Average Scale Score				Reading			
	# assessed	Gender Gap	White/Black Gap	White/Hispanic Gap	F & R Gap	SD Gap	ELL Gap***	
2003	3000	-12	28	26	20	38		
2005	2700	-9	24	22	21	35		
2007	2800	-9	26	24	22	39	42	

* 2009 NAEP Reading data not yet available

** Gender differences = Male - Female

*** No ELL in 2003 and 2005

Figure 1. Kansas State Assessment Math Trends Relative to AYP Goals

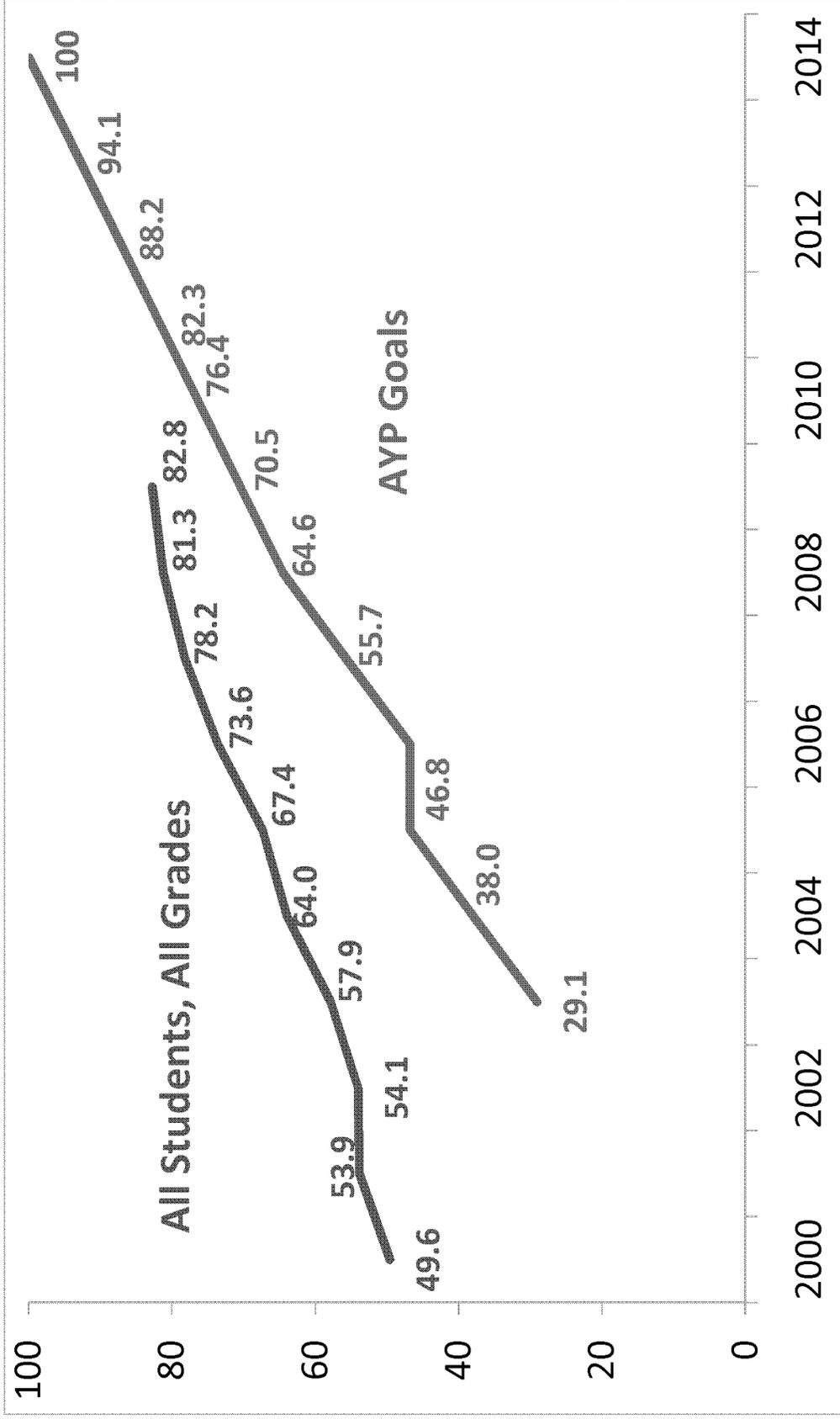


Figure 2. Kansas State Assessment Reading Trends Relative to AYP Goals

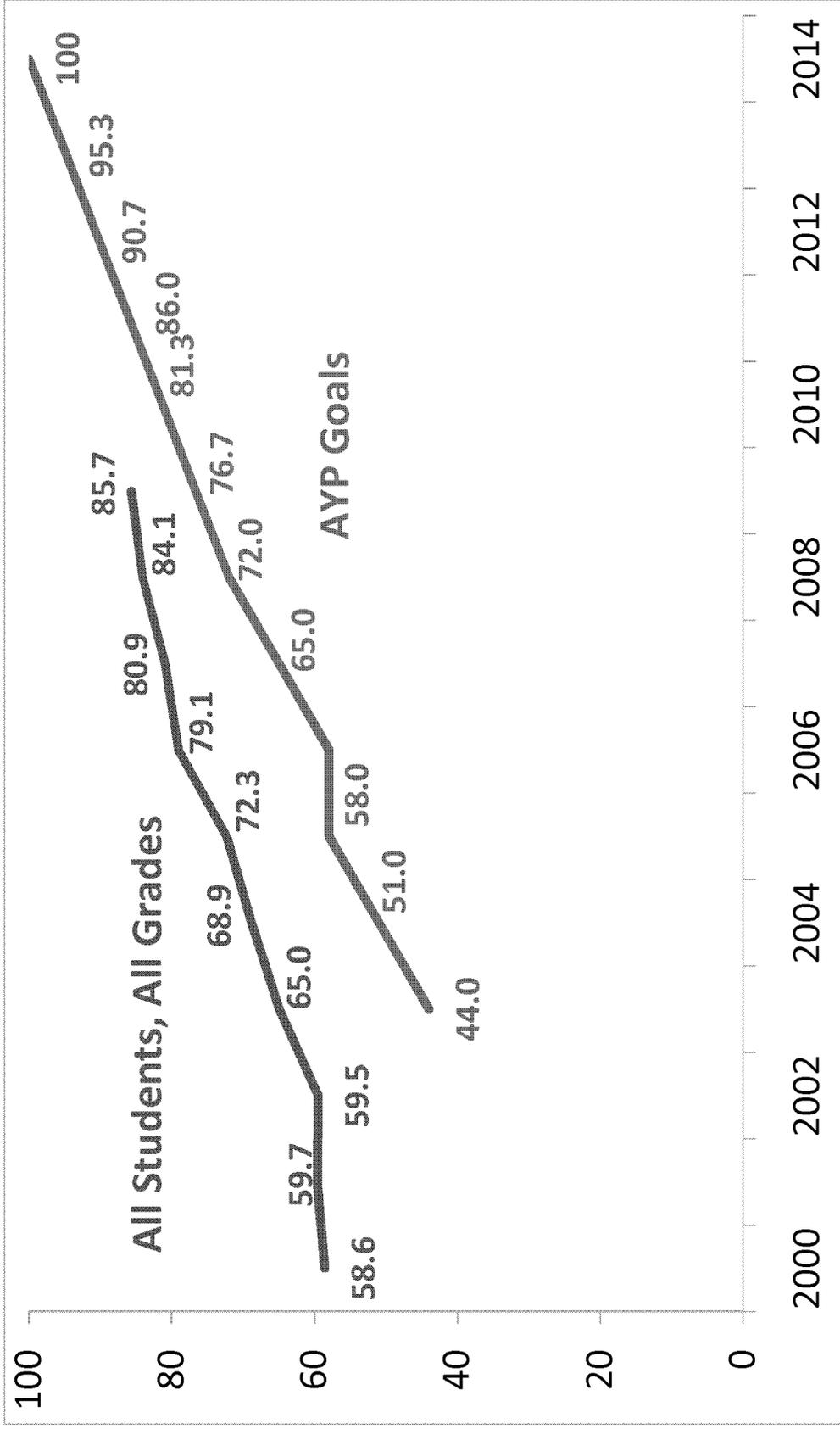


Figure 3. Kansas State Assessment Math Trends by Gender

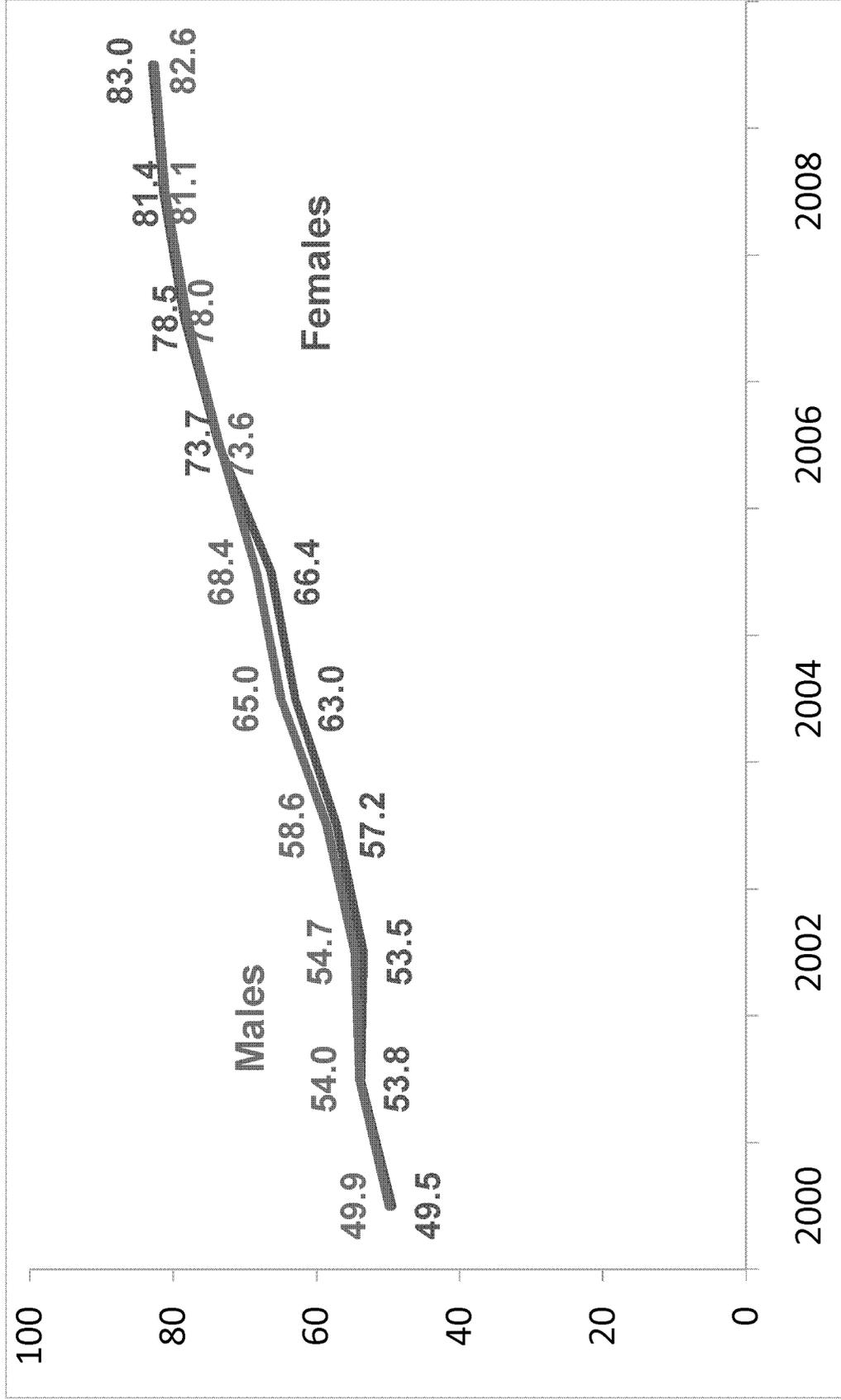


Figure 4. Kansas State Assessment Reading Trends by Gender

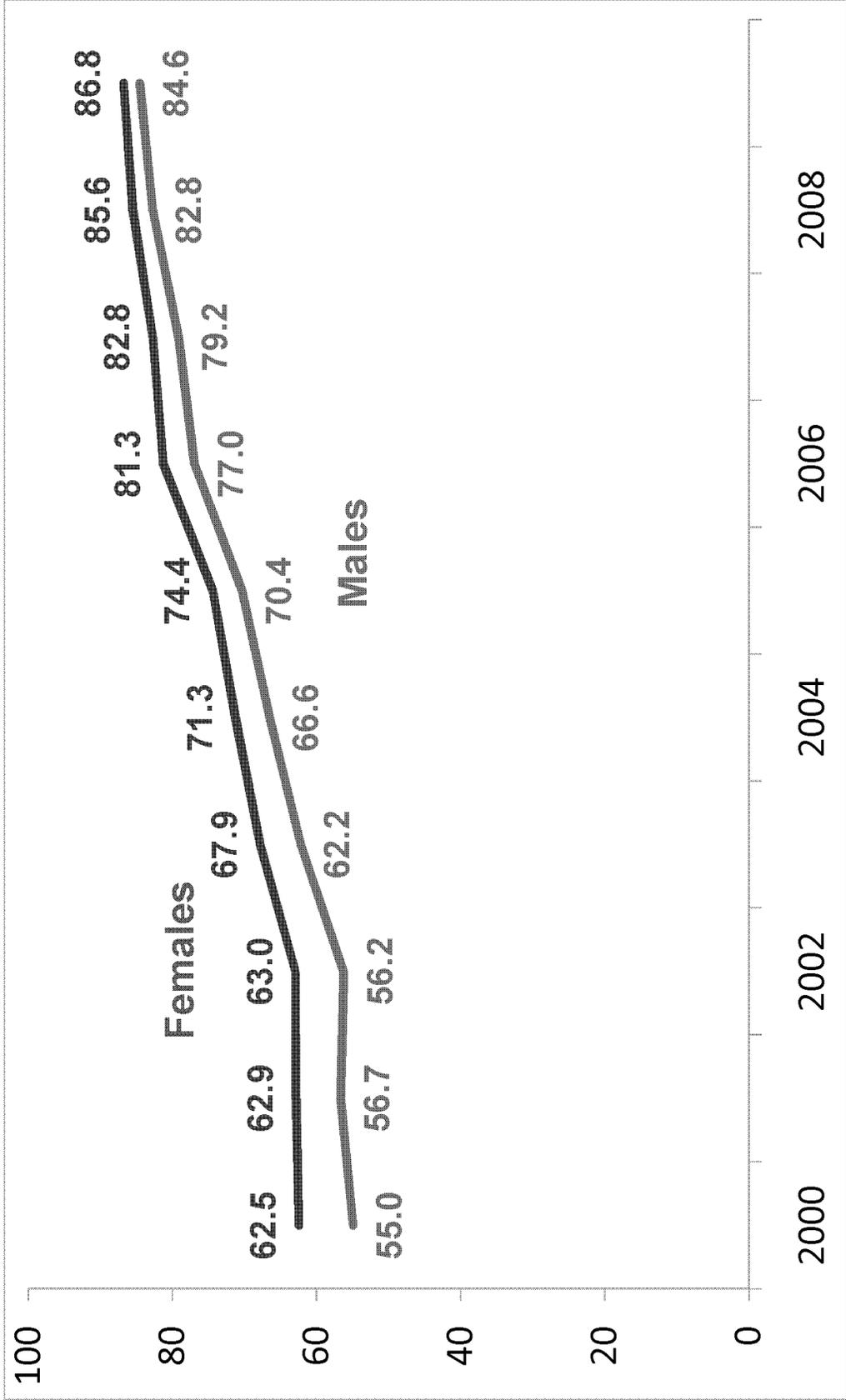


Figure 5. Kansas State Assessment Math Trends for Major Racial/Ethnic Groups in the State

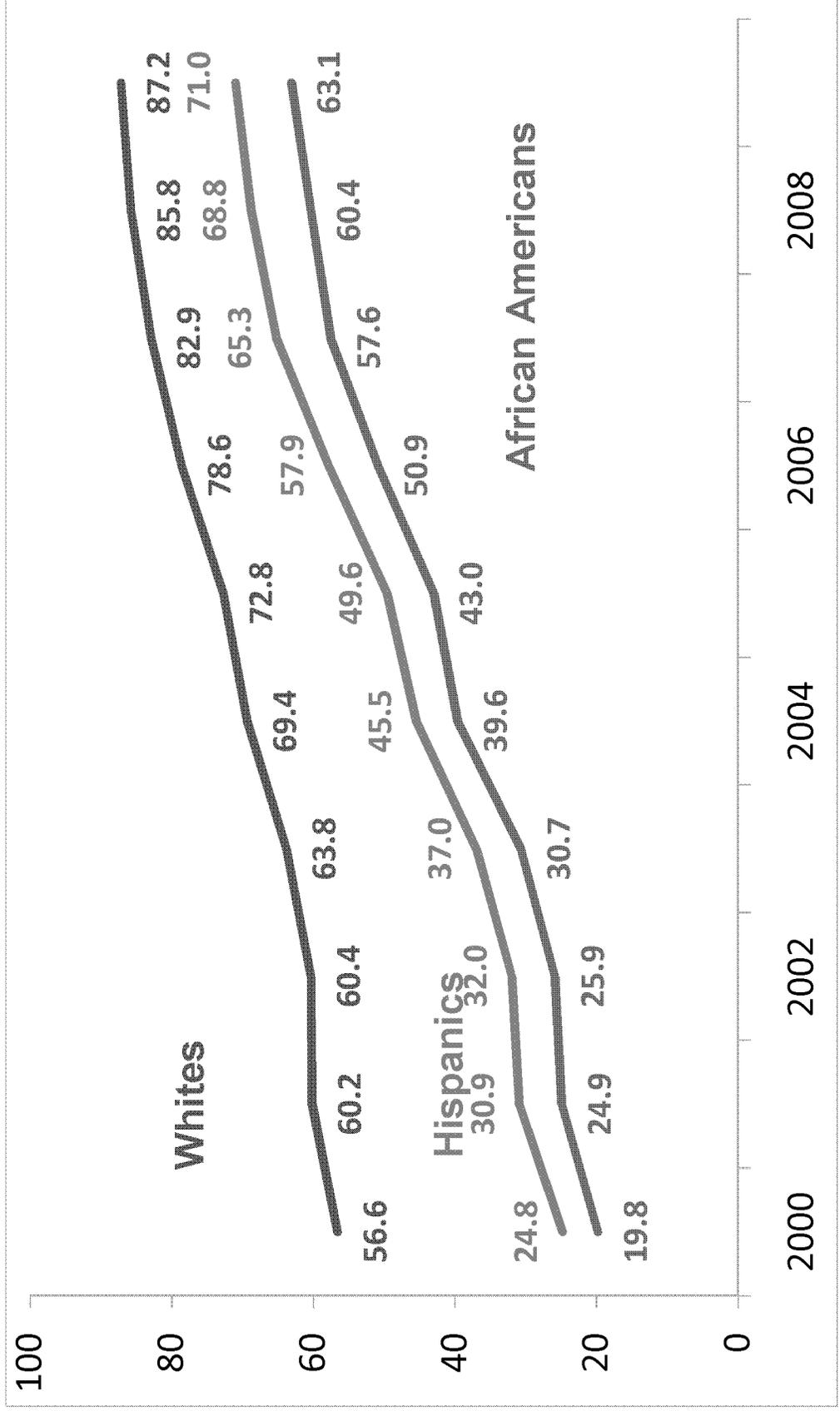


Figure 6. Kansas State Assessment Reading Trends for Major Racial/Ethnic Groups in the State

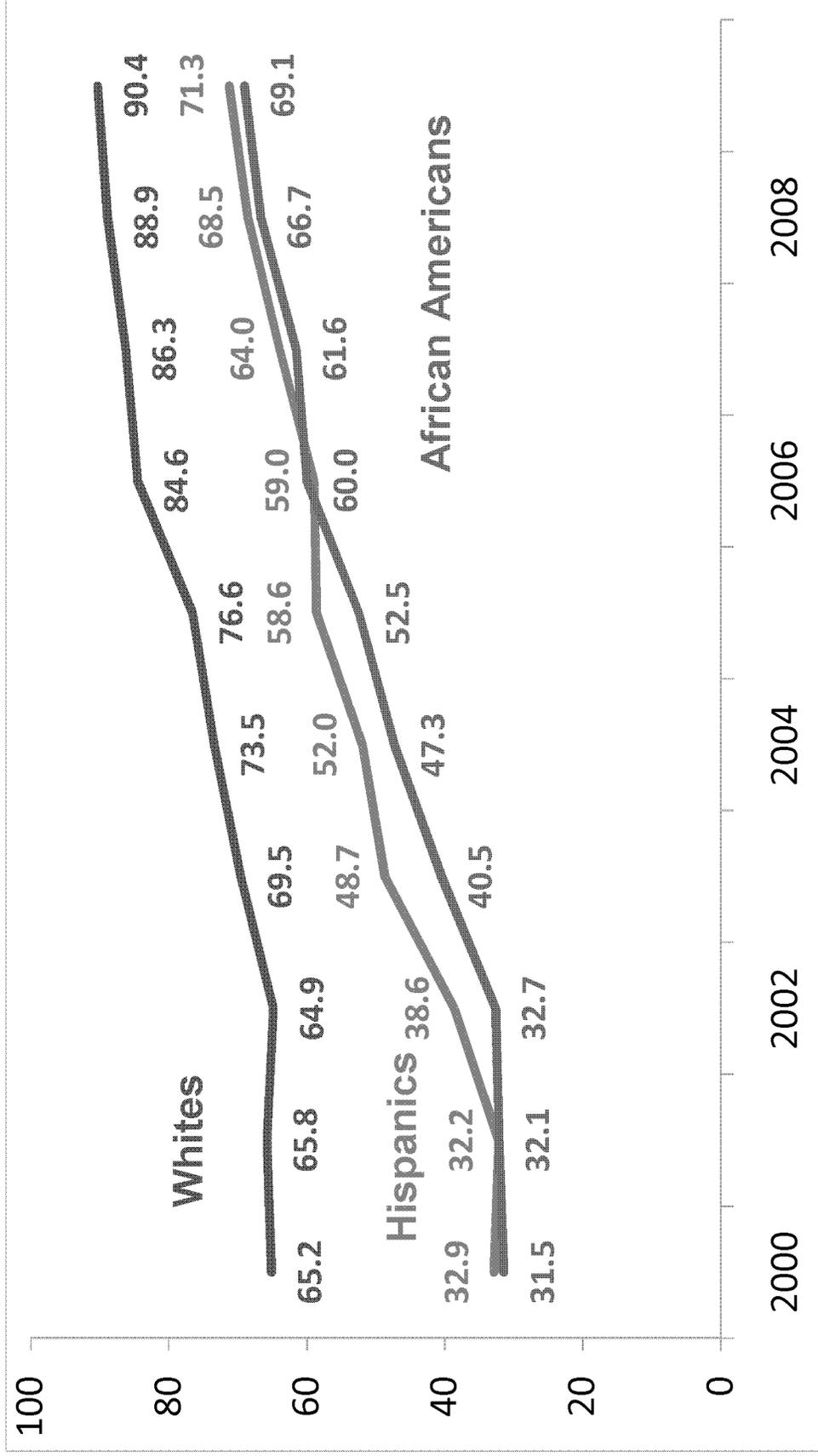


Figure 7. Kansas State Assessment Math Trends by Free/Reduced Price Lunch Status

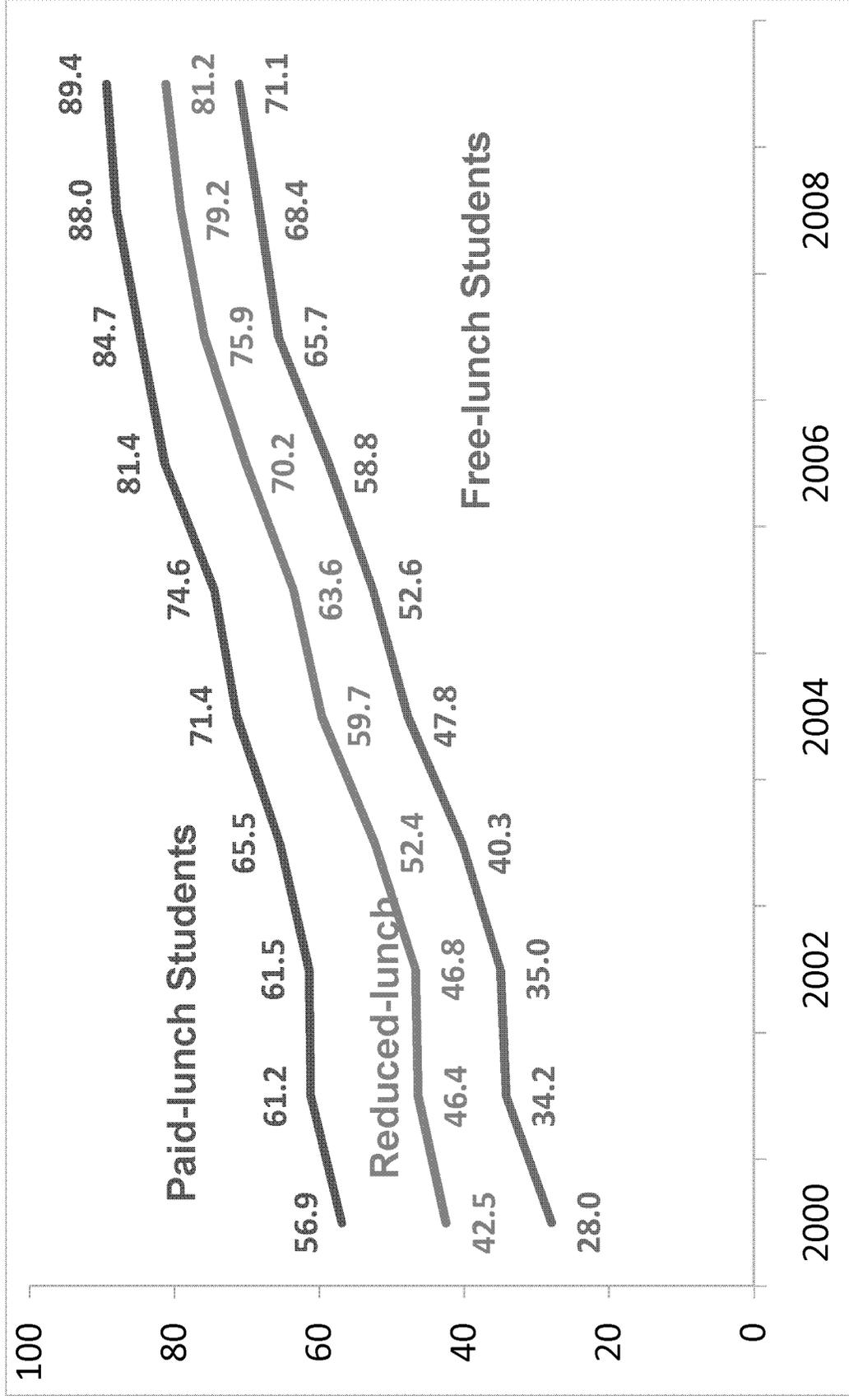


Figure 8. Kansas State Assessment Reading Trends by Free/Reduced Price Lunch Status

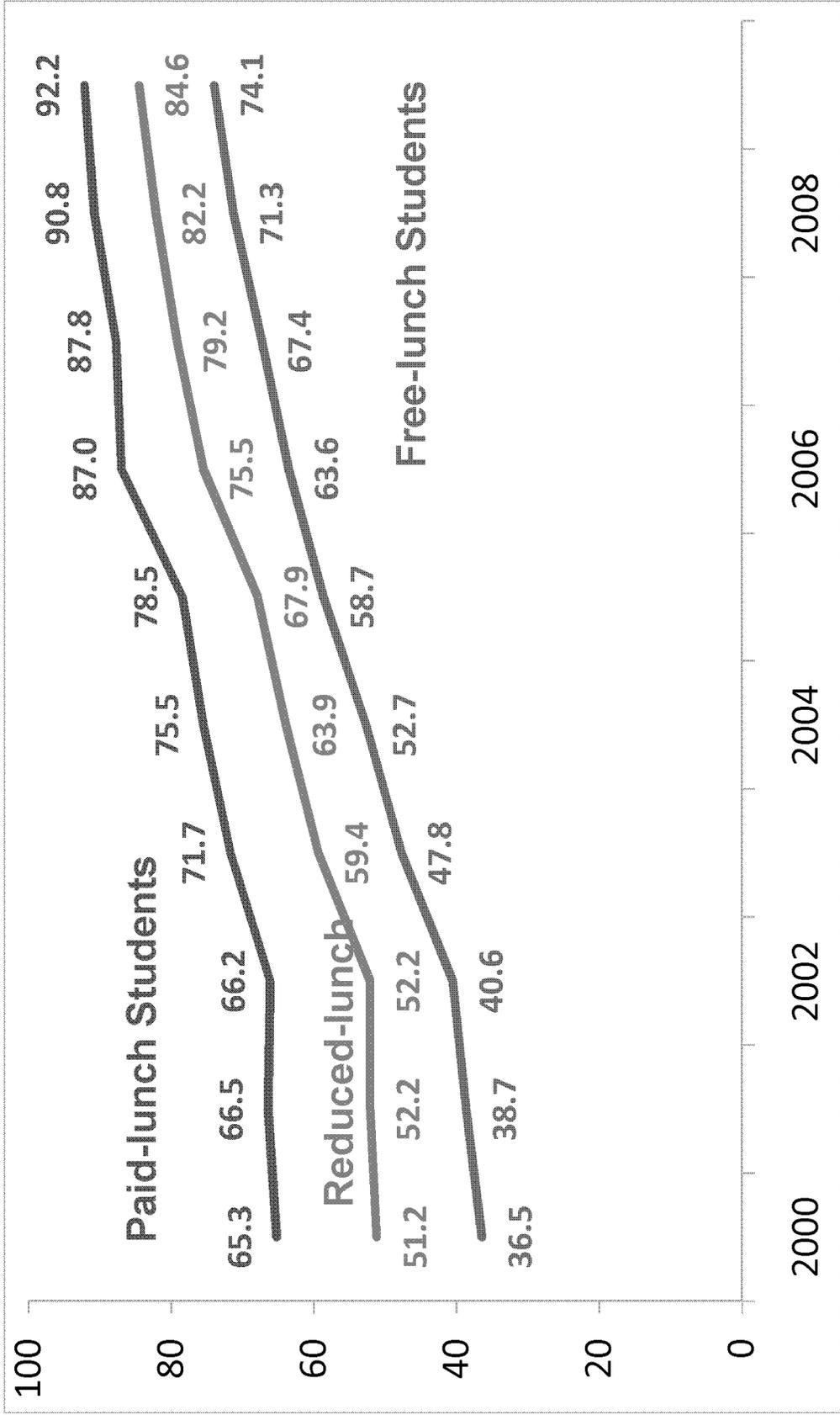


Figure 9. Kansas State Assessment Math Trends by Students with Disabilities Status

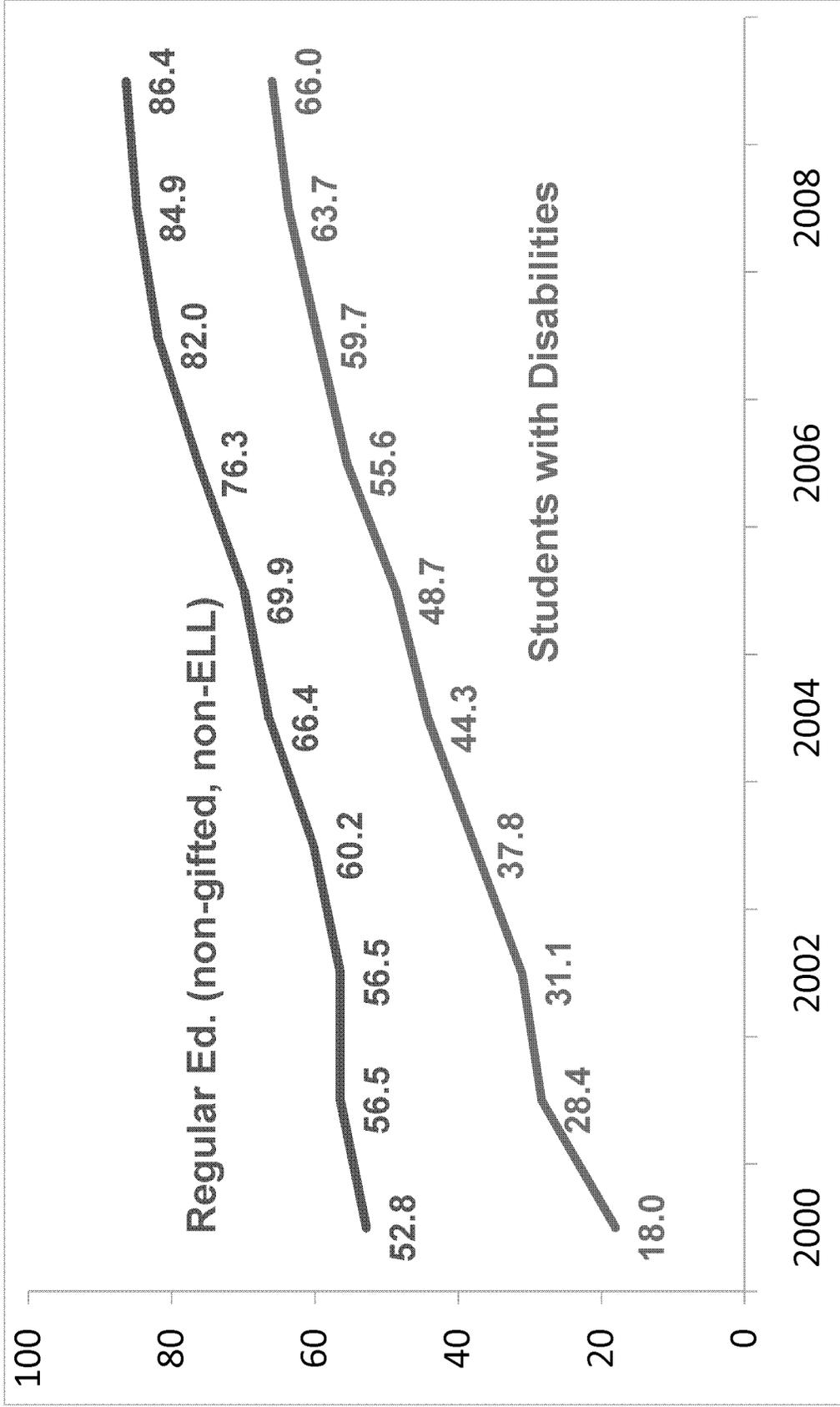


Figure 10. Kansas State Assessment Reading Trends by Students with Disabilities Status

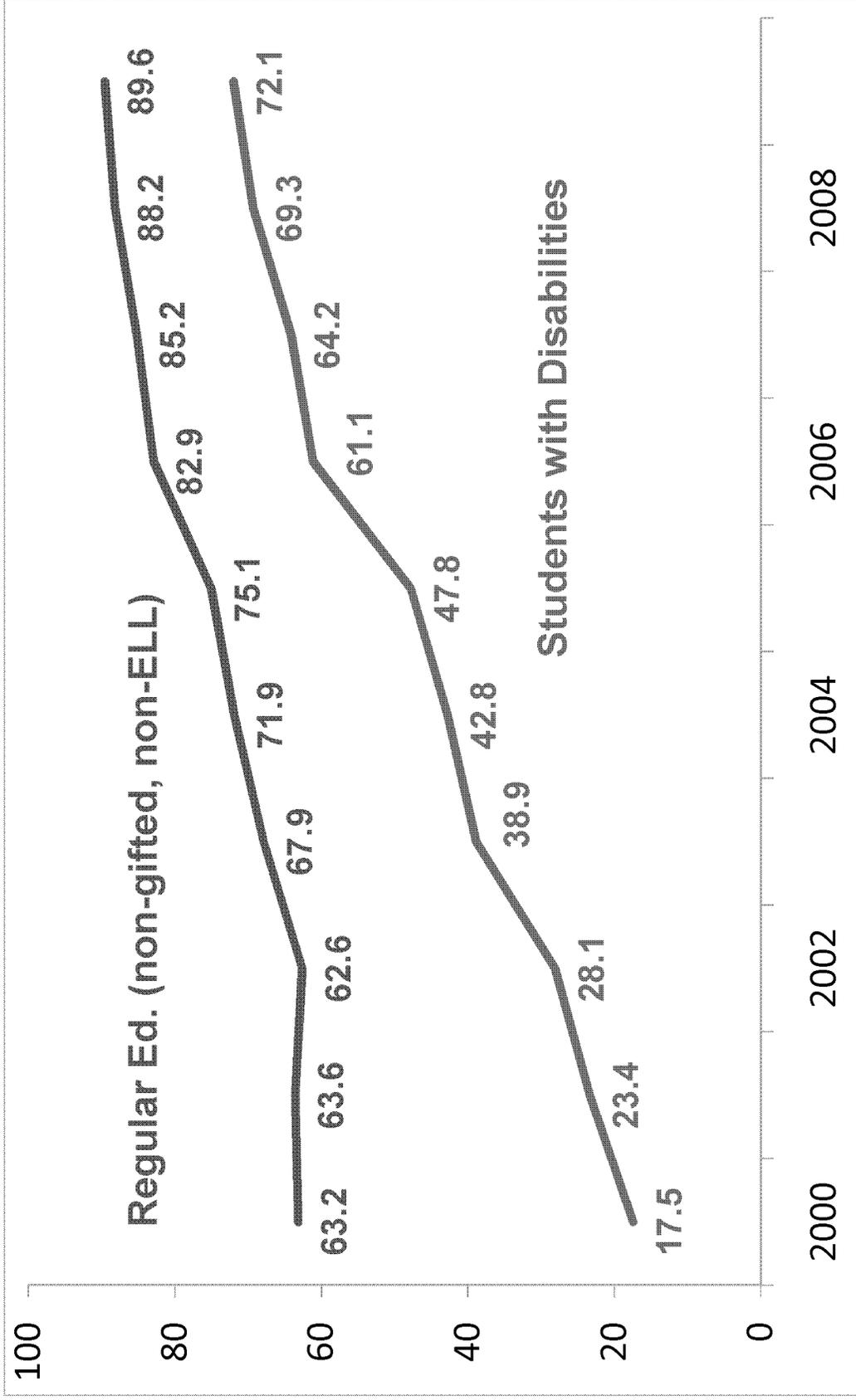


Figure 11. Kansas State Assessment Math Trends by ELL Status

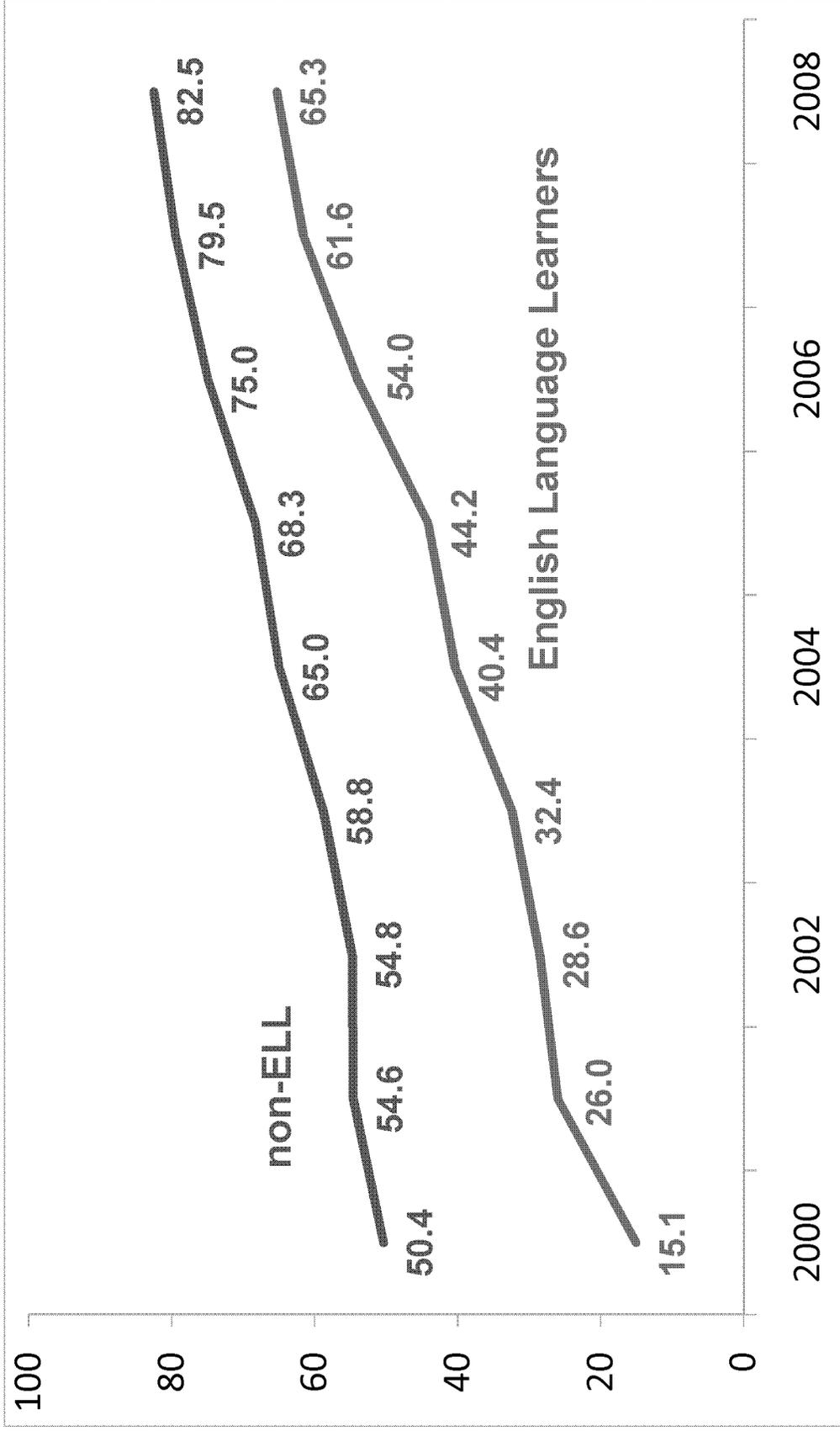
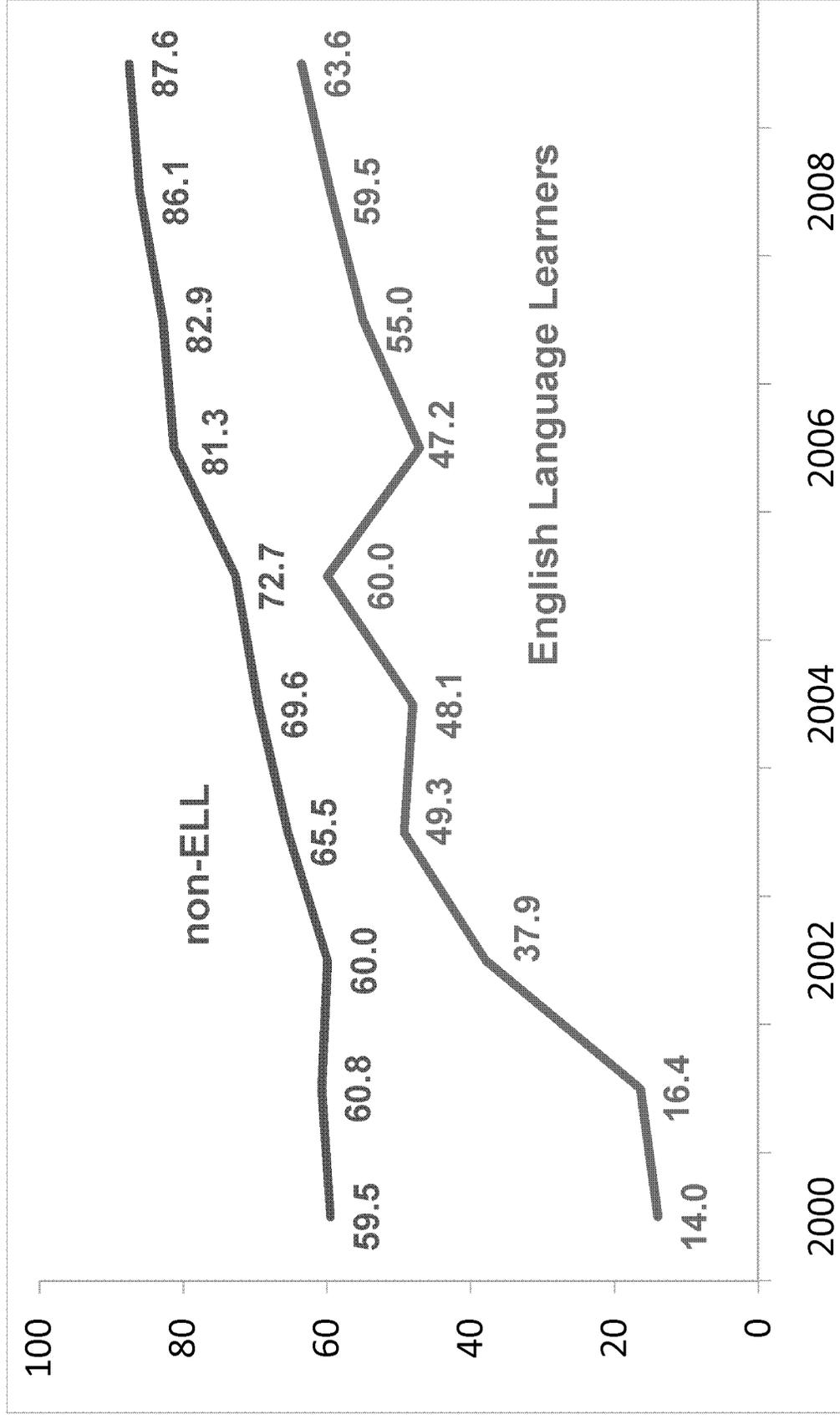


Figure 12. Kansas State Assessment Reading Trends by ELL Status



**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

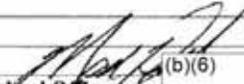
This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	 (b)(6)
Chief State School Officer:	

International Benchmarking and the Common Core

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

What documents were used to ensure that the CCSS were internationally benchmarked?

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.ⁱ In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.ⁱⁱ

How were the international benchmarks used to inform the development of the CCSS?

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the “best” source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.
- *When content should be introduced and how that content should progress:* The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.
- *Ensuring focus and coherence:* Standards from other countries tend to be very focused, including only what is absolutely necessary.

- *Organizing and formatting the standards:* Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.
- *Determining emphasis on particular topics in standards:* Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

* * * * *

When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is <http://www.corestandards.org/Files/ELAEvidence.pdf>, and the URL for the mathematics document is <http://www.corestandards.org/Files/MathEvidence.pdf>.

Figure (B)(1). Developing and adopting common standards

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.*
 - The state board of education (Board) determines the areas of instruction, curriculum standards, and graduation requirements. K.S.A. 72-7513(a)(2); K.S.A. 72-1101; K.S.A. 2008 Supp. 72-1127; See also K.A.R. 91-31-35.
 - As a part of the Board's role in accrediting schools, the Board is responsible for establishing curriculum standards for the "core academic areas" that reflect "high academic standards" and that "shall be reviewed at least every seven years." K.S.A. 2008 Supp. 72-6439.
 - Additional statutes relating to curriculum standards to be adopted by the Board include specified curriculum standards for parent education and personal financial literacy. K.S.A. 72-3605; K.S.A. 2008 Supp. 72-7535 as amended in 2009
 - Kansas regulations relating to quality performance accreditation of schools include K.A.R. 91-31-31(d), which defines curriculum standards

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

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming (referred to as "Lead States") and Kansas ("Your State"), as a participating state. The purpose of this MOU is to establish a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.
2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.
3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
 - a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
 - b. The assessment 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.
 - c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
 - d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
 - e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
 - f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
 - g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
 - h. The assessments will be designed 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*.
 - i. The Consortium will coordinate with the MOSAIC consortium 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.
 - j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

- k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
- l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
- m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
- n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
- o. States in the Consortium will share common security protocols regarding test items.
- p. 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.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Participating State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

Signature *Dave M. Alpert* Date 11/6/10

Print Name Diane M. Dabacher Title Interim Commissioner

Authorized Oregon SEA Official, on behalf of Lead States
By its signature below, the lead states hereby accept the SEA as a Participating SEA in the Consortium

Official State Designee _____ Date _____

Print Name _____ Title _____

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and Kansas ("Your State"). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates 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. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.**

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century**. Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments**. Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to continuously improve teaching and learning.** Assessment *as, of,* and *for* learning is enabled by several features of assessment systems:

- 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.
- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.
- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) **Assessment and accountability systems are designed to improve the quality of learning and schooling.** Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) **Assessment and accountability systems use multiple measures to evaluate students and schools.**

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) **New technologies enable greater assessment quality and information systems that support accountability.**

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

State and Local Roles within a Consortium

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like 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.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the “on-demand” examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students’ assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers’ understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students’ progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium’s work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.
- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaureate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

- 1) Each participating SEA in the Consortium will appoint a key contact person.
- 2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.
- 3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**SEA Superintendent/- Participating State
Chief/Commissioner (or equivalent authorized signatory)**

(b)(6)

Signature

Date

1/6/10

Diane M. DeBacker

Interim Commissioner

Print Name

Title

Please email this signed page to

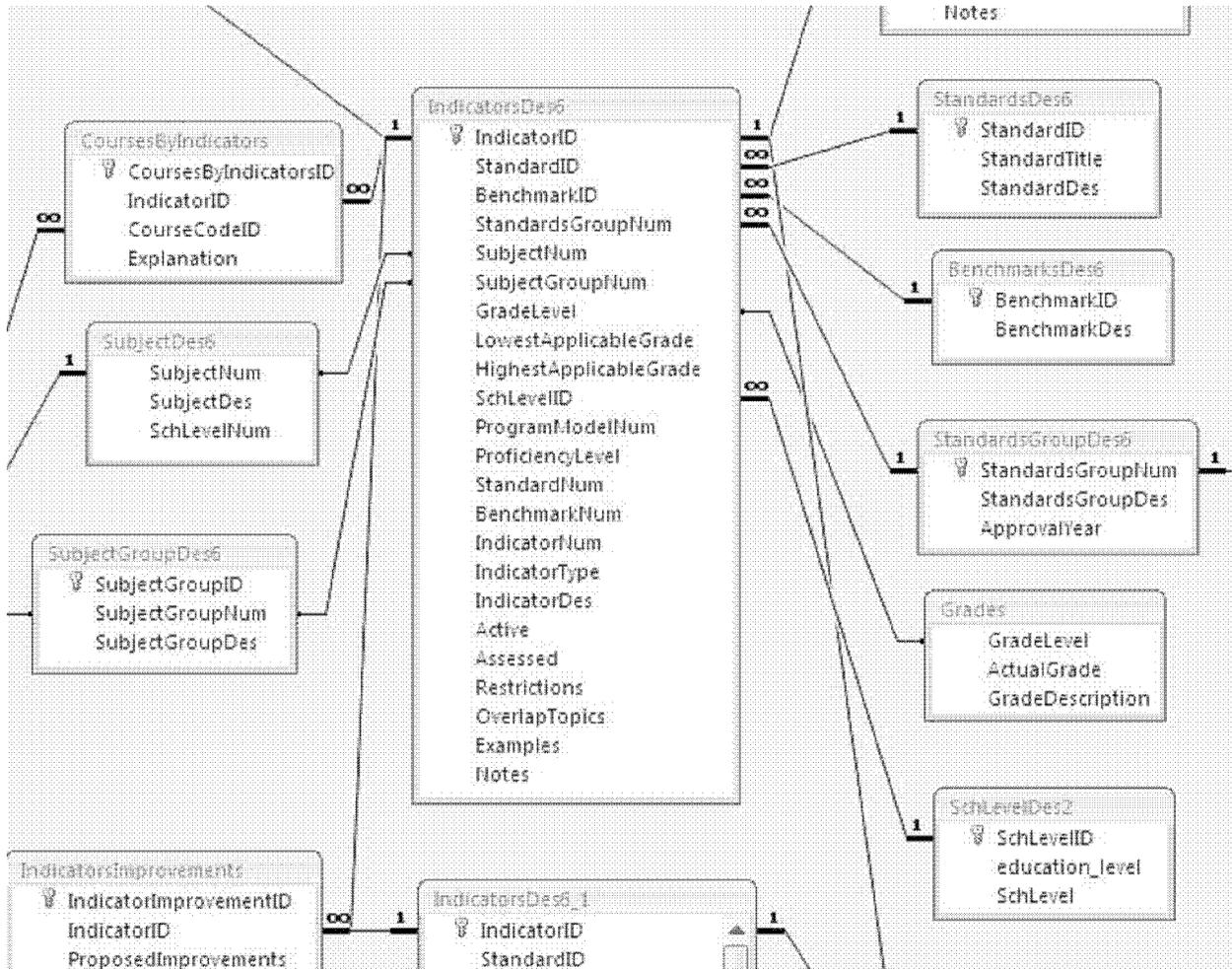
Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

Figure (B)(3.3). Unified and Integrated Standards Database

To illustrate some of the work KSDE has done in building a Unified and Integrated Standards Database, we are including relationship maps and brief descriptions of two of the more than 42 databases currently being planned and constructed at the Kansas State Department of Education.

Indicators Description Database:



The Indicators Descriptions database contains indicators from all bodies of knowledge that will be tested: international indicators, indicators from the national common core, previous and current state academic indicators, career and technical education indicators, and indicators from the 21st-century work attributes. These indicators are derived from all the standards being consolidated. They are knowledge, skills, or attributes at the most granular level. It is at this level that the diverse standards can be tested or measured in assessments or state data collections. By placing all indicators within the same database, searching for specific indicators and identifying, removing and consolidating duplicate or nearly-duplicate indicators will be possible.

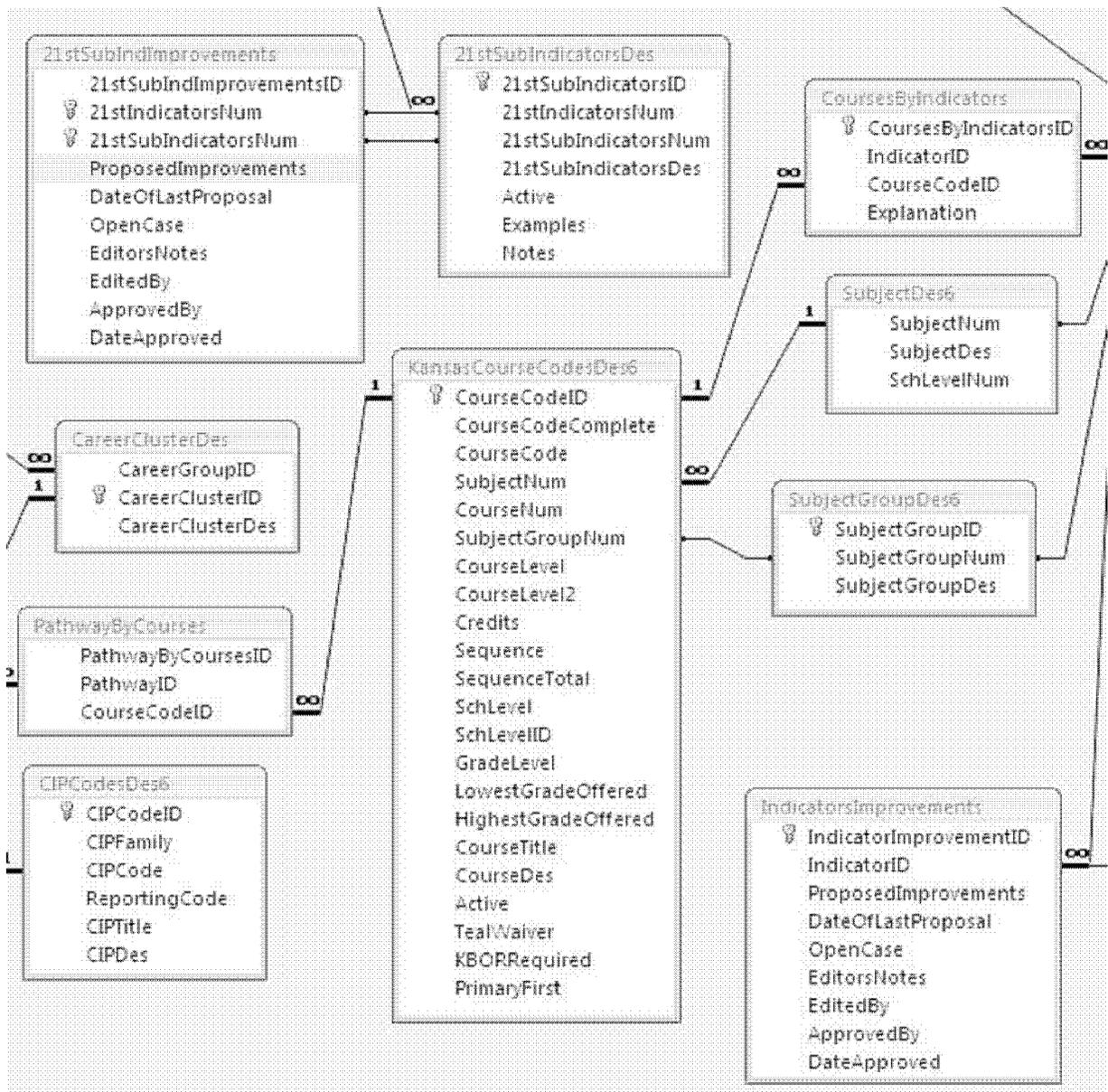
Among other things, the identification of the indicators that overlap will tell us:

- which indicators are the most emphasized across the entire curriculum;

- which indicators are orphaned and may be dropped or need greater emphasis across subjects; and
 - in which courses and at which grades particular indicators appear, change or are dropped.
- By identifying the new common core, international and 21st century indicators with existing state indicators, teachers will be able to easily identify where they need to change their instruction and where they need to add new instruction.

Creating a unified database of indicators will give test designers a complete picture of what items are eligible for testing. It is the main tool for consolidating and reducing the number of items tested. It is also the main tool for consolidating the many indicators into a smaller number of higher-level indicators that will permit the design and construction of assessments that measure higher-order skills and attributes.

Kansas Common Course Codes:



By identifying which indicators are tied to specific courses, teachers will not only know which specific standards they are responsible for teaching, but will be able to better coordinate instruction across courses and specific career pathways. They will more quickly be able to respond to identified deficits in student learning because they will be able to see the flow of particular standards and indicators across grades and courses.

The Unified Standards database will also permit curriculum research. Which concepts in a specific career path—for example, health sciences—are most emphasized across all of middle school and high school? Which are least emphasized? How does this emphasis fit with current student success in higher education?

We hope the above examples make clear the necessity of building a unified standards database and a set of tools that will support its use by teachers, administrators and researchers. Without these tools, the goals of integrating standards and teaching higher-order thinking and problem-solving may not be possible. Kansas recognized this early and started work before RTT.

MOSAIC

*Multiple Options for Student Assessment
and Instruction Consortium*

Memorandum of Understanding

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and Kansas ("Your State"). The purpose of this agreement is to establish a framework of collaboration, as well as 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. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: The consortium states will adopt the Common Core Standards. Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2 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 of 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.

Task 1.1.3 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.

Task 1.1.4 STATE FLEXIBILITY: Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation. (One level of required participation within a state might be to require the state's persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5 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.

Task 1.1.6 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 cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7 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.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- **Level One: "Total Package"** – The state participates in all seven tasks with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.
- **Level Two: "Partner"** – The state contributes to the item bank (Tasks 1.1.1, 1.1.2, and 1.1.6) and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)
- **Level Three: "Associate"** – The state contributes to the item bank, (Task 1.1.6 only) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

- 1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.
- 3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State
Chief Commissioner (or equivalent authorized signatory)
(b)(6)

Signature

Date

1/5/10

Diane M. DeBacker

Print Name

Interim Commissioner

Title

Authorized Lead SEA Official - Lead State
By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

Official State Designee

Date

Print Name

Title

Please email this signed page
by January 5, 2010 to

lynette.russell@dpi.wi.gov and pat.roschewski@nebraska.gov
or fax to

(Fax) 608.266.8770 and (Fax) 402.471.4311

PLEASE email this signed page only by January 5, 2010

Board Motions for Career and Technical Education Policy Initiatives

Motion #1: Create/Approve Gold Standard assessments (industry-recognized credentials/certifications) for each of the Career Clusters that support high expectations.

- KACCTE has identified potential assessments
- Work Ready certificates are being used by several districts
- Assessment framework has been created
- WestEd has agreed to partner to develop test specifications

Future activities

- Develop test specifications
- Create item specifications
- Develop appropriate assessment items
- Align assessments with integrated standards
- Pilot assessments

Motion #2: Integrate core content standards with technical program standards utilizing the 16 career clusters as the organizing principle.

- Developed criteria for pathways – High skill, high demand, high wage
- Completed four pathways
- Internal committee process established for crosswalks
- External committee (CATEI) established for integration review
- Access data base completed for all standards

Future activities

- CATEI scheduled to meet Summer 2009
- Finish 12 clusters
- Complete crosswalk process for additional clusters

Motion #3: Support implementation of Individual Career Plans of Study for all students in 8th grade and above.

- Completed template for district/school use
- Expanded support for Career Pipeline
- Conducted in-services for educators
- Encouraged inclusion of ICPS in approved programs

Motion #4: Improve Access to Career and Technical Education by removing barriers and promoting partnerships.

- Established Kansas Course Codes
- Created support for dual credit
- Re-organized KACCTE advisory committee

Partnered with Dept. of Commerce with ??

- Partnered with Tech Ed Authority
- Externships for teachers
- Project Lead the Way – Ag
- Professional Experience Learning Handbook

Motion #5: Recommend KBOR to Update Qualified Admissions

- Kansas Legislature removed requirements to allow KBOR to set moderated admission standards
- Waiting action by KBOR

Motion #6: Create 21st Century School Standards to help guide reform and/or redesign of public schools

Motion #7: Support Professional Development for teachers (e.g. mentor-mentee model) to help guide students in planning for future careers.

- Professional development conducted on the following
 - Career Pipeline
 - American Career – magazine and resources
 - Math in CTE
- Professional development for CTE teachers is required under funding formula in Carl Perkins non-regulatory guidance

Motion #8: Revise Teacher Preparation Program Standards to reflect the integration of content standards.

- Program standards have been revised in draft to include additional emphasis on 21st century issues
- Progress dependent on standards revision process

Motion #9: Support the creation of dynamic funding systems that respond to the changing workforce and economic development needs.

Future activities _____

- Support for Performance Based Funding becomes part of the Perkins reserve fund

Figure (C)(1). Current Status of Seven Required Data System Capabilities

Capabilities	Status
<p>1. The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.</p>	<p>Completed steps to include assessment, grade completion, and dropout/graduation data in EDW (KIDS and KHEDS data collections). To be developed under this grant, inclusion of workforce data for all school leavers, school engagement data, exam data for postsecondary program completers, private postsecondary institution student data, program & assessment data for preschool & primary grade students, formative assessment data, & discipline data. Tools & training for making sense of the data will also be developed through this grant.</p>
<p>2. The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.</p>	<p>Have continuously worked to ensure that data systems are developed using existing national standards, such as SIF & PESC, and national guidelines, such as the NCES Forum products. To be developed under this grant, enhanced interagency agreements & governance processes for in-state data sharing; a multi-state student locator framework & process; E3P system portals for preservice institutions & districts; and partnerships with BLS & the Institute for Social & Policy Research.</p>
<p>3. The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.</p>	<p>Under development, through a 2009 SLDS grant, student course data collection and electronic transcript exchange. State course codes will link teacher assignments to student course data. To be developed under this grant, a Collaborative Workspace that provides student data and reports back to the teacher primarily responsible for providing instruction.</p>
<p>4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.</p>	<p>Completed, with funding from 2007 SLDS grant, implementation of an educator ID system which assigned unique identifiers to all licensed educators. Modified the licensure system to include the identifier and made teacher licensure and preparation data available through an Educator Operational Data Store. Will enhance the system, through this grant, by adding preparation program type, preparation data from private institutions, program completion and licensure exam data, & teacher evaluation data.</p>
<p>5. The system must enable data to be easily generated for continuous improvement and decision making, including</p>	<p>Under development with funds from 2007 SLDS grant. Selected Microsoft SharePoint and PerformancePoint as the BI platform & have since developed several Data Marts and the SEEK (System for Education Enterprise in Kansas)</p>

Capabilities	Status
timely reporting to parents, teachers, and school leaders on the achievement of their students.	dashboard as part of the BI solution. Dashboards will continue to be developed. To be developed under this grant, a Collaborative Workspace to assist educators with instructional/ school improvement efforts and parent reports; a Unified Accountability & Planning system to provide focus for school improvement; BI tools to give access to postsecondary data; and training.
6. The system must ensure the quality and integrity of data contained in the system.	Completed numerous validity & 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, & development of a data governance process for PK-12 through state & 2007 SLDS grant dollars. Are enhancing data audits & DQC Program, including addition of a postsecondary DQC Program, through 2009 SLDS grant.
7. The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the SFSF and the reporting requirements included in the ED Facts data collection and reporting system.	Completed master data management & data integration needed for ED Fact reporting & are now considered a leader in that area. The P20 data mart, developed through 2009 SLDS grant, provides required information for reporting progress on the metrics established for the SFSF. Will enhance , through this grant, by adding data needed for SFSF metrics to the Educator Data System & by implementing a SFSF reporting process.

Table (C)(2). Data Systems to Support Instruction: Goals, Activities, Timeline for Implementation and Responsible Parties

Key Goals	Activities	Timeline for Implementation	Responsible Parties
<p>C2G1. Expandability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies</p>	<p>C2G1.1 Enhance data system connections between agencies and organizations. Work includes transitioning KBOR's data systems to use KSDE's KIDS ID Assignment system; contracting with National Student Clearinghouse for an annual data load of Kansas students who attend postsecondary institutions outside of Kansas; and working with KDOL to obtain workforce data for high school graduates, adult education students, and postsecondary education students. The enhanced data system connections will provide additional input to the P20 data mart to better inform policy.</p> <p>C2G1.2 Expand the scope of the Postsecondary education data systems.</p>	9/2014	KSDE
<p>C2G2. Ensure that data can be accessed, analyzed and used; and communicate data to all stakeholders to promote continuous improvement.</p>	<p>C2G2.1 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. The work of this project includes development and implementation of a Unified Standards Management and Reporting System as well as iterative implementation of the Collaborative Workspace, including integration of USMRS linked to individual student needs.</p> <p>C2G2.2 Implement a unified accountability and planning system for state and federally funded programs to help focus district and school improvement efforts.</p>	4/2014	KBOR
<p>C3G1. Build the capacity of educators to use the system to develop expertise in effective practices; to use academic and behavioral data to inform</p>	<p>C3G1.1 Train educators to use the Collaborative Workspace. This includes technical training regarding the functionality of the system as well as professional development for district instructional staff regarding how the system can be used in the classroom to enhance individual student instruction. The</p>	2/2013	KSDE
		6/2014	KSDE

instructional decisions; and to evaluate the effect of their decisions on student learning; and build the capacity of other stakeholders to use longitudinal data for effective decision making.

professional development will be integrated with the objectives of MTSS.

6/2014 KSDE, KBOR

C3G1.2 Support research and the use of research. The work of this project includes developing and implementing a curriculum for researchers wanting access to restricted use data, as well as working with existing research organizations to conduct research that evaluates the impact of activities of this grant and partnering with research organizations for important studies

Figure (D)(1)(i). Description of laws, statutes, regulations and elements of the State's alternative routes

- Article 6, Section 2(a) of the Kansas Constitution and K.S.A. 72-7513(a)(4) establishes the general power of the state board of education to certify educators in Kansas
- K.S.A. 2008 Supp. 72-1388 requires that the state board of education rules and regulations for certifying teachers and other school personnel include a license examination component
- State regulation defines “Teacher education institution” to mean “a college or university that has an accredited administrative unit for the purpose of preparing teachers.” K.A.R. 2008 Supp. 91-1-200 (hh) as amended August 28, 2009.
- State regulation defines "Teacher education program" and "program" to mean “organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies, and skills to perform successfully in a specified educational position.” K.A.R. 91-1-230(u)
- State regulation defines an “alternate teacher education program” as “a program to prepare persons to teach by a means other than the traditional, college-based, teacher-education program.” K.A.R. 2008 Supp. 91-1-200 (d) as amended August 28, 2009.
- K.A.R. 2008 Supp. 91-1-200 (o) as amended August 28, 2009, K.A.R. 91-1-201(n) as amended July 18, 2008; and K.A.R. 2008 Supp. 91-1-204(e) as amended August 28, 2009 combine to provide limited licensure options for out of state applicants holding a valid license from another state earned through an alternative teacher education program.
- K.A.R. 2008 Supp. 91-1-200 (cc) and (bb) as amended August 28, 2009; K.A.R. 91-1-201(j), (k), (l), and (m) as amended July 18, 2008; and K.A.R. 2008 Supp. 91-1-203(h), (i), (j), and (k) as amended August 28, 2009 combine to establish standards and procedures for restricted licensure through alternate teacher education program options within teacher education institutions in Kansas, known as the restricted teaching license alternative pathway.
- K.A.R. 2008 Supp. 91-1-234 establishes procedures for establishment of innovative and experimental teacher education programs.

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

The Teaching In Kansas Commission

The Teaching in Kansas Commission has worked over the past year to analyze and synthesize the input collected during the carousel portion of the Recruitment and Retention Summit convened in Topeka in November, 2007.

The Commission members consisted of legislators, educational organization officers, teachers, principals, central office staff, superintendents, higher education staff, and Kansas State Department of Education leadership. Throughout the year-long study, approximately two hundred sixty commission participants worked to affect change in the educational community across Kansas. The members worked tirelessly and selflessly to reach the recommendations as reported in the deliverables cited within this report.

The *mission* of the commission is, "Recognizing that teachers are the single most important factor in our students success in classrooms; the Teaching in Kansas Commission seeks to strengthen, support and grow the profession of teaching in Kansas."

In an effort to define the qualities and characteristics of an *effective teacher* the commission members believe:

- Effective teachers have high expectations for all students in Kansas and assist students as they learn, as quantified by performance measures.
- Effective teachers contribute to creating positive academic, attitudinal and social outcomes for students such as regular attendance, on-time promotion to the subsequent grade, on-time graduation, self-efficacy, and cooperative behavior as related to a responsive culture.
- Effective teachers use robust and relevant resources to plan and structure engaging, collaborative learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with colleagues, administrators, parents and other education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

Leaders are the second most single important factor in our students' and teachers' success in schools. Leaders set the tone of the district, establish a respectful, professional learning environment as well as offer instructional support. Leaders are responsible for embedding working condition attributes such as empathy, trust, honesty, and respect that support the retention of our best, most promising teachers.

It is the desire of the commission to propose the following recommendations to the State Board of Education for adoption in an effort to assist the professional school community as together we move toward the demands of the twenty-first century.

Teacher Preparation:

Goal 1:

- Post current scholarship information on the TEAL website.

Goal 2:

- Publish suggested forms of payment to assist student teachers.

Goal 3:

- Develop and adopt Professional Development School standards and essential elements that will be reflected in teacher education programs.
- Include the Professional Development School standards as a component of the KSDE program review process.

Goal 4:

- Adopt the National Education Technology Standards developed by the International Society for Technology in Education.
- Align the National Education Technology Standards to the Professional Education Standards.

Goal 5:

- Review, revise and rewrite teacher preparation program standards to reflect the acquisition of assessment knowledge as it relates to assessment literacy in the federal, state and local context.
- Multiple methodology courses should be integrated throughout teacher preparation and clinical experiences that reflect rigor, relevance and results through the use of MTSS (differentiated instruction), multi-sensory stimulation as applied in an authentic, real-world context.

Goal 6:

- Review, revise and rewrite teacher preparation program standards to include federal and state laws/statutes.
- Review, revise and rewrite the Professional Education Standards to reflect federal and state laws/statutes.
- Induction/mentoring programs include federal and state laws/statutes.

Goal 7:

- Promote mid-career programs by marketing to the field. (See Image and Promotions)
- Promote Troops to Teachers and Spouses to Teachers. (See Image and Promotions)

Working Conditions:

Goal 1:

- Support a mentoring review process for USD's not participating in a formalized mentoring program.
- Pilot the Pathwise induction/mentoring program¹.

¹ Pathwise, EMSS and the New Teacher Center model have been federally funded

- Pilot the EMSS e-mentoring program.
- Pilot the New Teacher Center model.
- Initiate an induction/mentoring review program that recognizes exemplary programs.

Goal 2:

- Embed working condition characteristics into teacher preparation indicators and Professional Education Standards.

Goal 3:

- Encourage incentivized business partnerships by establishing a state foundation. (In-kind)
- Establish an advisory board to award foundation grants to districts.

Goal 4:

- Provide KSDE supported regional professional development addressing:
 - Assessment literacy
 - Differentiated Instruction
 - Professional Learning Communities

Goal 6:

- Institutions of Higher Education will develop, with KSDE, leadership licensure programs that strengthen and support teachers.
- Review, revise and rewrite program standards for building and district leadership programs.
- Convene a representative group of Kansas professional administration organizations to study and develop four model induction programs.
- Support the Kansas Educational Leadership Commission recommendations to require a two-year induction program for all new school leaders in Kansas.

Goal 7:

- Create a new award to celebrate the successes of schools that exemplify 21st Century unifying themes.

Salary and Benefits:

Goal 2:

- Support school districts in creating scaffold salary structures to award teachers for accomplishments.

Goal 3:

- Convene a joint actuarial study committee with representatives from KPERS, USA, KASB and KNEA to consolidate recommendations from the various constituent groups across the state and develop a plan of implementation.

Regulations/Requirements/Data:

Goal 1:

- Encourage the promotion of online programs and the development of additional online programs that result in licensure.

- Support the collaboration of TEAL and KBOR to convene three meetings that include all Kansas post-secondary institutions.
- KBOR collects articulation/integration agreements and becomes a central repository for the information.

Goal 2:

- Local school districts work side-by-side with legislators to set district budgets.

Goal 3:

- Support semi-annual data reports produced by TEAL.

Goal 4:

- Review teacher preparation program standards to reflect 21st Century skills. (See Teacher Preparation)
- Engage in conversations with stakeholders concerning additional changes to the licensure regulations.
- Adopt the regulations for a teacher leader license.

Image/Promotion:

Goal 1:

- Create a state-wide marketing campaign to promote teaching as a profession. www.changeliveteach.com becomes operational.

Goal 2:

- Celebrate success of Kansas Public Education.
- Adopt the use of video short commercials and short ten-minute feature video for internet and public broadcast.

Goal 3:

- Create a state-wide marketing campaign to promote “Grow Your Own” teacher programs. (See Goal 1)
- Market the ten-minute feature portion highlighting “Grow Your Own” teacher programs. (See Goal 1)

Kansas Educational Leader Commission

RECOMMENDATIONS

TEACHER LEADERSHIP

Recommendation 1: Completed

Currently, there are 13 Kansas Professional Education Standards that provide a portrait of quality professional behavior. The Commission recommends that the Kansas State Board of Education add a 14th standard addressing teacher leadership. Specifically, we recommend that the following language be added to the Kansas Professional Education Standards:

Standard #14: The educator exercises leadership beyond the classroom to promote school improvement, strengthen instructional practice, and enhance student learning.

Recommendations 2: On-going

Currently, educators filing professional development plans for licensure renewal must include activities in one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession. The Commission recommends that a fourth area be added to this list of domains for licensure renewal. Specifically, we recommend that S.B.R. 91-1-206 (a) be amended to include the following statements:

- (4) Teacher leadership work at the school or district level
- (n) Teacher leadership work means engaging in leadership roles and/or performing leadership functions and activities beyond the classroom that promote improvement at the school or district level, strengthen instructional practice, and enhance student learning.

Recommendation 3: Completed

The Commission recommends the State Board of Education appoint and fund a statewide workgroup to develop a blueprint for teacher leadership throughout Kansas. The group should address the issue of the various forms that teacher leadership should take. It should consider and craft recommendations to overcome barriers to the widespread development of teacher leadership. The final plan from the workgroup should also contain insights and incentives to bring teacher leadership to life, a plan for assessing the effectiveness of teacher leadership, and any recommendations about linking teacher leadership and certification/licensure.

The Commission recommends that the task force be comprised of teachers and administrators from schools and school districts, professors from the various institutes of higher education,

representatives of professional associations and colleagues from the business sector. We also recommend that sufficient funding be allocated to permit the task force to complete its assignment, to allow members to: examine related activity throughout the country, meet with various experts in the area of teacher leader development, engage external consultants as needed, and gather on a regular basis to debate and forge a framework for teacher leadership for Kansas.

Recommendation 4: On-going

The Commission recommends the creation of state policy that directs districts to develop opportunities for teachers to engage in collaborative work to enhance student learning. We also recommend the development of various centers throughout the state where educators can acquire the knowledge and skills necessary to become teacher leaders and effective coaches or to support the development of teacher leadership in schools and districts. Finally, we recommend that the State Board of Education establish a broad-based work team to forge the curriculum to be used in the center noted above.

Recommendation 5: On-going

The Commission recommends that indicators of the prevalence and quality of teacher leadership, especially in the area of collaborative time for work, be incorporated in the following accountability measures currently used in Kansas:

- Quality Criteria for Quality Performance Accreditation (QPA).

PREPARATION PROGRAMS

Recommendation 6: On-going

The Commission believes that the state needs to examine and strengthen the quality of preparation programs that train leaders for schools and school districts in Kansas. More specifically, we believe that it is important that state-authorized preparation programs be redesigned based upon (a) the understanding of learning-centered leadership presented at the outset of this report and (b) best practice from studies of highly effective preparation programs.

In order to accomplish this preparation redesign, we recommend that all programs in the state participate in a review process that contains the following elements and steps:

- A national panel of expert advisors in the area of school leadership preparation be engaged by the state to help shape and to conduct reviews of preparation programs.
- The national panel work with a group of stakeholders from Kansas to forge the criteria for redesigned preparation programs.
- Institutions be provided a one-year period to recraft their preparation programs consistent with the quality criteria described above.
- After that development period, preparation programs provide comprehensive information on their redesigned programs to the national panel of experts for review.

- The national panel will evaluate program quality at each institution and provide recommendations,
 - To preparation programs for continued development work and;
 - To the State Board for action.
 - The quality criteria developed for this initial round of external reviews be embedded in the regular, ongoing review process employed by the Kansas State Department of Education.

The Commission recommends that the state policy makers provide funding for the process described above. We also recommend that the state establish a menu of actions to address programs that do poorly on the external review. Finally, as noted above, we recommend that the state embed the program quality criteria in the regular program review process.

Recommendation 7: Complete

The Commission recommends the creation of an endorsement for teacher leadership and the development of a program (or programs) to prepare teacher leaders. Currently, teachers who wish to pursue education related to leadership in their schools and school districts must enter programs designed to prepare persons for the principalship. While this is appropriate for those educators who plan to move from teaching to administration, it is not a wise choice for those educators who wish to remain as teachers but assume expanded leadership responsibilities in their schools. Therefore, the Commission believes that an education program that is designed to help teachers develop the skills needed to “lead beyond the classroom” is necessary. We recommend that the State Board of Education take the necessary steps to create a “teacher leadership” endorsement. We also recommend that the Board and the State Department of Education develop a model teacher leadership program, or programs, for implementation throughout the state.

LEADER EVALUATION

Recommendation 8: In process

The Commission recommends the use of State Board of Education policy to foster development and implementation of a statewide framework for the evaluation of school administrators in Kansas. The policy action should create a team of educators and other leaders, the majority of whom must be practicing school principals and superintendents, who will be charged with the development work. Enabling action should specify that the developed framework hold for all school leaders.

The Commission recommends that the guiding policy action include requirements that the framework:

- underscore the Kansas standards for school leaders and be centered on the research of effective school leadership;
- employ multiple measures, including outcome measures for student performance;
- provide formative as well as summative data;
- promote both accountability and professional development for school leaders; and
- specify consequences, both positive and negative, for evaluation results.

The charge to the evaluation development team should include a requirement that members:

- examine research and best practice on the elements of highly effective evaluation systems in education and in the corporate, not-for-profit, and government sectors;
- suggest whether the new framework be integrated into current legislation or replace existing legislation.

In addition, the Commission recommends policy action creating the new evaluation system:

- require statewide implementation;
- require piloting before moving to scale;
- require a rigorous external evaluation of the system over the first three years of operation;
- establish a system of training for all school leaders in both the use of the system and the core ideas on which the system is built (e.g., learning focused leadership, effective coaching);
- provide sufficient resources for the evaluation development team to complete the work necessary to bring the evaluation framework to life; and
- be tailored to needs of local districts.

PROFESSIONAL DEVELOPMENT

Recommendation 9: On-going

The Commission believes that the continuing education of school leaders can be dramatically improved through the targeted use of state policy. In this regard, the Commission recommends that a Kansas Education Leadership Initiative (KELI) be created to provide high quality continuing education programs to school leaders, under the direction of the Kansas State Department of Education.

The KELI should have sufficient resources to provide quality services, including a director and sufficient staff to operate the entity effectively on behalf of school leaders throughout the state. KELI operations and programs should be shaped by an advisory board of practicing school leaders and university faculty members appointed by the Kansas State Department of Education in consultation with the appropriate professional organizations.

The KELI should be built with and operate based upon the following key elements:

- focus on the ISLLC standards that are at the heart of learning-centered leadership in Kansas;
- adhere to the principles of professional development promulgated by the National Staff Development Council;
- focus on sustained learning experiences that promote deep organizational change;
- mesh with the pre-service education provided by universities and colleges;
- extend and enhance partnership among the KSDE, universities, school districts, and professional associations;
- foster extensive networking among school leaders throughout the state; and
- promote opportunities for coaching.

The Commission envisions a KELI that develops comprehensive continuing education programs for school leaders. Initially, the focus should be on creating “core programs” that appeal to a wide variety of school leaders. As operations ramp up, these core programs should be supplemented with “specialized offerings” for educators in specific leadership roles (e.g., assistant principals, director of human resources).

The Commission recommends that policy be developed to require each licensed school leader to participate in at least one of the comprehensive programs provided by KELI every five years; that is, as a requirement for license renewal.

ADMINISTRATOR INDUCTION

Recommendation 10: In process

The Commission concludes that currently insufficient attention is being devoted to helping new school administrators acclimate to their roles and responsibilities. We, therefore, recommend the development of policy to strengthen the school leader internship process already in play in the state.

First, we recommend a required two-year induction program for all new school leaders in Kansas.

Second we recommend the drafting of policy language to support the development of programs for the required induction experience. To begin with, we recommend that the KSDE be charged to (1) review induction related activity from around the U.S. and capture benchmark models and (2) delineate the essential elements of high quality programs. KSDE should distribute this information widely so that districts can create highly effective induction programs for their school administrators.

In addition, we suggest that policy language be crafted to require the KSDE, in conjunction with universities, districts, and professional associations, to (1) build four model induction programs and (2) have those models piloted in districts throughout the state. The “models” should be designed so as to capture the diversity of administrative arrangements in operation throughout Kansas. For example, one model might be designed to support superintendents who also assume principalship responsibilities.

We recommend that resources sufficient to undertake the development, piloting, and distribution of work be provided. We also recommend that an evaluation of pilot programs and a sample of district-developed programs be conducted, and that resources necessary to undertake this assignment be provided. Part of the evaluation should address cost benefit questions.

Recommendation 11: In process

The Commission believes that coaching for leadership should be a central element of the overall design for strengthening school leadership throughout the state. Leaders, whether emerging or experienced, become more effective as a result of strategic leadership coaching. Therefore, we have woven this important strategy into recommendations 4, 8, and 9 as follows:

- We also recommend the development of various centers throughout the state where educators can acquire the knowledge and skills necessary to become teacher leaders and effective coaches or to support the development of teacher leadership in schools and districts. (4);
- Establish a system of training for all school leaders in both the use of the evaluation system and the core ideas on which the system is built (e.g., learning focused leadership, effective coaching) (8); and
- The Kansas Education Leadership Initiative (KELI) should be built with and operate based upon the following key element:
 - Promote opportunities for leadership coaching (9).

CONDITIONS OF WORK

Recommendation 12: On-going

The Commission understands that conditions of work help determine the ability of school administrators to exercise their responsibilities as learning-focused leaders. We also find that the use of administrator time is an especially powerful variable in the conditions of work equation. Furthermore, we conclude that in too many cases, time pressures and constraints detract from administrators' ability to devote energy and effort to instructional leadership. Finally, we are convinced that solutions to this problem are in short supply at this time.

We recommend, therefore, that the state fund, through a Request For Proposal (RFP) process, the development of 12 district-based initiatives to help school leaders to find additional time and to more effectively use existing time to engage in instructionally-based leadership work. In so doing, we believe that the state should promote the use of diverse models and strategies and should foster efforts in districts of various sizes and in different regions in the state. The RFP process should require that districts:

- show commitment to helping fund the initiative;
- design innovative strategies for organizing the work of school leadership;
- plan for the professional development of school leaders to exercise instructional leadership skills for the 21st century around the new initiative;
- propose alternative ways to organize administrative resources;
- commit to disseminate implementation results to other districts in the state; and
- participate in an evaluation of the effectiveness of their initiatives.

Design Teams

- ▣ **Administrative Evaluation**
- ▣ **Higher Education Program Review Initiative (HEPRI)**
- ▣ **Kansas Education Leadership Initiative (KELI)**
- ▣ **Learning Focused Leadership Initiative (LFLI)**
- ▣ **Teacher Leadership Blueprint**

Recommendation #8 (Leader Evaluation and #10 Administrator Induction

8 and 10 are the two current recommendations being implemented.

13 schools are currently piloting 3 separate models. (Open-ended, Blended and Checklist)

4 mentor/coaching induction models are being reviewed for piloting (Santa Cruze, Southern Regional Education Board, New York/Missouri and the Harvard model.)



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Educational Testing Service (ETS)

Framework for Principal Evaluation for
the Kansas Department of Education
(KDE) for inclusion in KDE's Race to the
Top Application

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Certification and Katherine Bassett, Director,
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Purpose of a Principal Evaluation

The Kansas Department of Education (KDE) seeks to strengthen its existing principal evaluation requirements and processes by working with an experienced evaluation vendor and appropriate stakeholders to bring a level of standardization to the processes now used for annual Principal evaluation. By standardizing these processes, the State has a level playing field through which it can hold Principals accountable to a common standard. In addition, to comply with Race to the Top requirements, this evaluation process will include a scoring system that rewards Principals who comply with the process and who score in the top ~~XX~~ percentile of the evaluation system, percentile to be determined by a standard setting study process at the end of the first operational cohort evaluated.

A. EVALUATION DESIGN TEAM (EDT)

There are three possibilities for developing or adopting an evidence-centered evaluation of Principal performance that KDE will consider. These include:

1. The KDE will designate a group of stakeholders to participate in a Evaluation Design Team, working with vendor facilitators on a national assessment;
2. The KDE will adopt an existing assessment and pay a vendor to implement it
3. The KDE will work with a vendor to develop a Kansas-specific assessment.

Regardless, the Evaluation Design Team will work to either design or refine the assessment for use in Kansa. The job of the Evaluation Design Team is to decide what evidence (within the constraints imposed by the general design of the program in terms of requirements, testing time, number of tasks to be given, etc.) would demonstrate that candidates have achieved the knowledge and skills required. Because requirements for Principal evaluation must be equally rigorous for all candidates, the EDT must refer back often to the general propositions so that there is consistency in scoring.

The EDT will be responsible for:

- Unpacking the standards or frameworks on which the assessment will be based
- Determining how to group the standards for measurement in the evaluation instrument
- Designing the evaluation instrument
- Trying out the instrument
- Assisting in recruitment for the piloting of the instrument
- Formatively scoring the pilot responses
- Refining the final evaluation iteration

The EDT will consist of representative stakeholders who reflect all relevant professional populations for this evaluation instrument, including, but not limited to: practicing teachers, practicing Principals, practicing Superintendents, faculty from approved Principal preparation

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programs, members of local Boards of Education who employ Principals. In addition, we recommend that a set of diversity requirements be followed in recruiting for the EDT. We suggest that the EDT reflects the following forms of diversity:

- Regional across the state
- Gender
- Race/ethnicity
- Developmental levels of schools served (elementary, middle, secondary)
- Years of experience

Evaluation Design Vision

We propose an evaluation system that includes the following design guiding principles:

- A research-based methodology for the evaluation design process
- Multiple measures over time
- Job-embedded performance activities
- Progress made on the state assessment, or its equivalent
- Principal interaction with individual teachers, number to be determined, with whom the Principal has elected to work during the course of the year for teacher professional growth
- Provides feedback to the Principal evaluated
- Scoring by at least two trained scorers, including supervisors and peers

In implementing such an evaluation system, we envision that the Principal will work with his/her Supervisor during the summer months to complete a **Needs Analysis** activity. The results of the Needs Analysis will be used to inform the currently required long-term professional growth plan, as well as to formulate an **Action Plan** for the coming year. The Action Plan should directly address school or teacher needs, for which the Principal is responsible, according to the standards. Addressing the points in the Action Plan should be a natural harvest of the Principal's work.

The Principal will implement the Action Plan during a designated period of time throughout the school year with periodic input from his/her Supervisor; we would also suggest that the KDE consider requiring the Principal to work with a Professional Growth Team, (PGT), consisting of the Supervisor, a colleague, and a teacher. The PGT would 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/colleagues, and supervisor observation. Documentation may include assessments, assessment data, teacher retention data, attendance data, disciplinary data, community interactions, financial data, plant data. This evidence will be submitted electronically on an on-going basis, as components of the Action Plan are completed. The Principal will determine when to submit evidence, based on completedness and on the 'due date' for the evaluation.

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.



B. PILOTING

As part of the development process, the evaluation instrument must be tried out prior to pilot testing. We recommend that a small group of stakeholders complete a small-scale, no-fault pilot, referred to as a tryout.

After changes are made to the tasks and rubrics as a result of the tryout, the process would then proceed to the more formal piloting stage. It is important that the pilot participants are diverse in terms of gender, race/ethnicity, teaching setting, and geographic location to support a pool of performances that will maintain the integrity of the formative scoring session.

Due to the nature of the demands of completing an evaluation, it is important to over-recruit; past experience tells us that many who commit to participating in the pilot will not complete the entry after beginning the process. To proceed with the formative scoring session, it would be necessary to receive approximately 100 responses.

C. STANDARD SETTING

We would recommend conducting the standard setting study to determine a passing standard, and subsequent levels to determine pay-for-performance criteria, on the first operational cohort. This means that standard will be set on the first group of live candidates to use the evaluation instrument.

II. ADMINISTRATION AND OPERATIONS

The following services would need to be fulfilled in order to administer and maintain an assessment program of this kind:

- website maintenance
- platform for submission of evidence
- platform for score inputting
- platform for score reporting
- data tool
- creation and updating of all documentation
- stakeholder communication
- scorer training
- scoring protocols
- scoring monitoring
- psychometric design
- data analysis



A. WEB SITE

The assessment vendor would develop and maintain an informational website that could include areas for Principals, and other stakeholders identified by the KDE. This website would also serve as the location where the Principals would submit their entries, where scorers would conduct scoring and feedback generation, where candidates would view their scores and feedback, where institutions would view their candidates' performance data and generate reports, and where the KDE would view performance data and generate reports.

B. SCORING PROTOCOLS

We plan to institute the following overarching scoring protocols:

- one scoring window per school year
- scoring to be completed in two-member scoring teams consisting of the Principal's Superintendent, a Principal peer, and/or a teacher
- individual scoring by the two team members, followed by discussion and consensus on each rubric point with an adjudication process built in should consensus not be reached
- conferencing with the Principal to share consensus scores and feedback

C. SCORING WINDOWS

We would suggest that all Principals submit their evaluation evidence in a single scoring submission window each year. This will serve two critical purposes:

1. allow for a standardized period of time for all Principals to have in which to work on their submission
2. keep scoring costs down by not having to run multiple scoring sessions, should the KDE decide to use a centralized scoring model for the evaluations

D. SCORER TRAINING

Scorers should be trained centrally. After the first cadre of scorers is trained in person, we recommend an annual in-person training session for new scorers only. In addition, all scorers should participate in virtual training sessions yearly.

Scorers should be trained in the following:

- scoring protocols
- bias awareness
- the evaluation component they are scoring
- the rubric for that component
- taking good notes
- assigning scores



E. QUALIFYING AND CALIBRATION

After training is conducted each session, scorers should have to score qualifying cases. We suggest a model in which scorers would have to hit the exact score point for a certain number of the criteria within the entry over multiple entries in order to qualify to live score. During live scoring, scorers could be fed seed cases – cases for which we know the score – randomly so that scoring leaders can check for scorer drift. Scoring leaders will have the ability to seed cases to specific scorers at particular times as well. If a scorer has not scored for a certain time period, they should have to recalibrate in order to live score again.

F. REPORTING

We suggest issuing score reports online to candidates, IHEs, and the KDE. All score reports should be formatted in accordance with KDE requirements.

CANDIDATE SCORE REPORTS: FEEDBACK

In keeping with the educative nature of evaluation, we suggest providing feedback to help Principals determine where they are strong and where they should focus efforts to further develop practice. We suggest providing feedback on the score reports that candidates receive.

INSTITUTIONAL SCORE REPORTS

IHEs who prepare Principals should be provided with information at the candidate level and with aggregated data on their cohorts for each Principal they prepare, should the KDE wish this.

KDE REPORTS

The KDE should be able to view individual Principal scores as well as aggregated reports, including reports that provide disaggregated data various demographic factors. The KDE may also want to request access to a data tool with which they would be able to access the data to create unique reports as needed.

G. OUTCOMES

Once scores are all verified, Principals will be rewarded based on performance. Principals who fail to meet a minimum requirement would be not be compensated. The results of the evaluation will be used by Principals in conducting their Needs Analysis for the following year, so that professional practice and growth are constantly evolving based on data and feedback.

III. COST ESTIMATIONS

We are estimating costs for development and implementation of this model in the chart below.

Cost Range – General Model	
Work Component	Range
Development	Estimated range, depending on model - \$75,000 to \$250,000
Delivery	\$300 - \$400 per candidate (estimate)



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IV. TIMELINE

We are planning on three overlapping phases in the design, development, and implementation process:

- Design and Development (Year 1)
- Pilots (Year 2)
- Implementation (Years 3)



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Educational Testing Service (ETS)

Framework for Teacher Evaluation for the Kansas Department of Education (KDE) for inclusion in KDE's Race to the Top Application

Linda Tyler, Vice President, Teacher Licensure and Certification and Katherine Bassett, Director, Educator Relations

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Purpose of a Teacher Evaluation Instrument

The KDE recognizes that to date, there has been little standardization, rigor, or meaningful results to teachers or their students through existing teacher evaluation instruments. The state proposes to work with a vendor experienced in teacher evaluation, and with other State Agencies and educators, to design, develop, and implement a standardized means of evaluating teachers to identify effective teaching in order to inform decisions regarding employment, compensation, professional growth, and other factors.

The design, development, and implementation of an effective evaluation program will adhere to the following principles.

- Use of multiple measures to provide well-rounded evidence of teaching effectiveness
- Inclusion of data on student growth as one of the measures
- Inclusion of Kansas educators in all stages of design, development, and implementation
- Use of research-validated evaluation instruments and research-validated measurement approaches
- Strengthening of district capacity to evaluate teaching effectiveness coupled with a system of monitoring and quality control to provide fairness and rigor
- Generation of actionable feedback for the teacher, school, and district
- Transparency of the process and the criteria used for judging effectiveness
- Design of processes that will work for the diverse range of Kansas' geographic settings
- Alignment of teacher preparation with effectiveness standards: after the in-service evaluation program is in place, we will develop policies and standards for pushing the strongest effectiveness practices and indicators into preparation and certification requirements.

I. EVALUATION DEVELOPMENT

EVALUATION DESIGN TEAM (EDT)

Design and Development (Years 1-2)

We envision working with a consortium of other State Education Agencies, under the guidance of an experienced expert in educator evidence-based assessment and evaluation.

Involvement of Kansas stakeholders. 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 preparation programs. In addition, we recommend that a set of diversity requirements be followed in recruiting for the EDT. We suggest that the EDT reflects the following forms of diversity:

- Stakeholder groups: teachers, school and district administrators
- Geographic regions state-wide
- Small and large districts
- Developmental levels and content areas taught
- Gender
- Race/ethnicity
- Years of experience

The EDT will be responsible for:

- Agreeing on a set of frameworks for teacher practice to guide the design Determining how to group the frameworks for measurement Designing the evaluation
- Trying out the evaluation
- Assisting in recruitment for the piloting of the evaluation
- Formatively scoring the pilot responses
- Refining the final evaluation iteration

Agreeing on a framework and a set of measures to be used. Assisted by outside experts in teacher assessment and evaluation, KDE staff, staff from other State Education Agencies, and the stakeholder advisory group will review recent research related to teacher evaluation and make good decisions about the best set of instruments to work with as “multiple measures.”

We anticipate that the following types of evidence will definitely be included in the evaluation:

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

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



For student achievement data, the state will use a growth model based on student assessment results for those teachers teaching in the grades and subject areas covered by such assessments. For high school teachers in courses covered by our current and planned end-of-course assessments, we will develop a statistical model for measuring the student achievement in those courses. For those teachers outside grades and subjects covered by standardized student tests and end-of-course assessments, we will explore several possibilities:

- Newly developed assessments used in common courses within districts (and/or regions or states)
- 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.

Evaluation measure: We will use observation instruments with proven validity, based on a strong research-based foundation, to set a baseline measure of practice, to generate feedback on performance, to assist teachers in building plans to strengthen their performance and that of their students. We will look very closely at the type of feedback provided to teachers that each of the validated instruments can provide. We are not looking for an instrument that yields simply a single “score,” but instead we seek an instrument that will lead to feedback for teachers that they and their administrators can actually use to plan for improvement in their teaching.

Providing educative feedback: A key outcome of the evaluation will be feedback to the teachers evaluated. Teachers will be provided with both written and verbal feedback on their strengths and on areas where improvement is needed. Our intention is that teachers will use that feedback to plan professional growth experiences directly targeted to their own professional needs and to the needs of their students. In addition, we intend that teachers will receive information to help guide them into possible leadership opportunities. A teacher may be weak in one area and strong in others. While working to strengthen the weak areas of practice, the teacher can also be using their own expertise to help strengthen the practice of others.

II. PILOTING

Piloting (years 2 and 3)

It is critical to put major effort into piloting the evaluation system before implementing it for high stakes. This new system of teacher effectiveness evaluation is targeted to be a solution that teachers and administrators can agree is fair, consistent, and reflective of a solid definition of teacher effectiveness, so it is critical to test all the assumptions, tools, and processes that will go into the design and development.

Piloting the instruments and processes. We will need to conduct two kinds of pilots. First we need to pilot in order to test the design and the measures and processes themselves. We will need to pilot the system in a variety of settings and will consult with measurement experts to design a solid sampling plan for the pilots. We plan for this piloting to be completed within a year after the design and development are completed. We will seek to involve as many districts as feasible so that we help educate the Kansas education community about the system as we test and refine the system before implementation.



Pilot in each state. Second, it is important that each state pilot the system before it is implemented operationally. We believe that having a “no-fault” year to try it out will assist in the buy-in and change management process. It will also help work out logistical and responsibility issues that arise in various regions and districts.

STANDARD SETTING

We would recommend conducting the standard setting study to determine levels of proficiency, to determine pay-for-performance criteria. Administration and Operations

III. IMPLEMENTATION

Implementation (years 3 and 4)

H. OBSERVATION PROTOCOLS

Processes for using the evaluation measure. We will work with an assessment vendor to design the processes that will support strong use of the evaluation instrument. We need to ensure the rigor of enforcing evaluator qualifications, training the evaluators, and making sure that evaluators stay calibrated to the scoring rubrics.

We plan to institute the following overarching scoring protocols for each assessment component:

- two observations of each teacher per school year, with two trained observers evaluating the collected data
- observations to be completed by trained observers at two different points in time
- conferencing with the teacher to share results and feedback

I. OBSERVER TRAINING

Observers should be trained rigorously in the following areas:

- observation protocols
- bias awareness
- the rubric and other observation materials
- taking good notes
- assigning an evaluative rating

J. QUALIFYING AND CALIBRATION

After training is conducted each session, observers will have to score qualifying cases. We suggest a model in which scorers would have to hit the exact score point for a certain number of the criteria within the entry over multiple entries in order to qualify to live score.



We will work with an assessment organization to conduct on-going monitoring of the evaluations so that we are sure that the evaluation rubrics are being applied consistently and fairly. This may take the form of video-taping some of the classroom sessions and having non-district trained evaluators apply the rubric, for auditing purposes. This will provide a check on the way district personnel are applying the rubric so that the state can have confidence that the evaluation instrument is being applied consistently throughout the state. This quality-check process also will allow us to provide evaluators with feedback on their evaluation work and encourage them to seek additional training and explanations as they get comfortable with their role in evaluating teachers on their effectiveness.

K. REPORTING

TEACHER EVALUATION REPORTS: FEEDBACK

Design of feedback reports. During the design and development stage, we will design the feedback to teachers, schools, and districts based on the effectiveness measures we will be collecting. The emphasis will be on clarity and applicability: is the information understandable, and does it point to strengths and to directions for improvement? We will also strive to integrate and combine information from different measures, e.g., show student achievement data juxtaposed with evaluation measures in a way that will help teachers make a connection between their classroom practice and how their students are performing in particular areas.

KDE REPORTS

The KDE should be able to view individual teacher results as well as aggregated reports, including reports that provide disaggregated data through various demographic factors. The KDE may also want to request access to a data tool with which they would be able to access the data to create unique reports as needed.

V. COST ESTIMATES

We are estimating costs for development and implementation of this model in the chart below.

Cost Range – General Model	
Work Component	Range
Development	Estimated range, depending on model - \$75,000 to \$500,000
Delivery	\$200 - \$400 per candidate (estimate)

VI. TIMELINE

We are planning on three overlapping phases in the design, development, and implementation process:

- Design and Development (Years 1-2)
- Pilots (Years 2-3)
- Implementation (Years 3-4)



Memorandum of Understanding
between
Kansas State Department of Education
and the
National Staff Development Council

December 14, 2009

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The Kansas State Department of Education (KSDE) and the National Staff Development Council (NSDC) are committed to continuous professional learning for all educators that supports career growth and development, effective mentoring and induction, retention, and student success.

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 represent 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. Additional information about NSDC is available at the organization's web site. www.nsd.org

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, Engaging Thought 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.

Specifically 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.*

Scope of Work

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 develops 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.

Tasks	Deliverables	Approximate Costs
Develop virtual tool kit to guide the implementation of the effective professional learning at the team, school, and system levels.	<ul style="list-style-type: none"> • Virtual tool kit accessible to Kansas licensed educators 	\$100,000.00
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	<ul style="list-style-type: none"> • 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 	\$250,000.00
Provide technical assistance in the development of additional evaluation tools associated with RTTT priorities including 1)	<ul style="list-style-type: none"> • Professional development planning documents for each program component; • Selected materials developed and 	\$100,000.00

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; 4) professional development to support turnaround schools	incorporated into statewide capacity building strategy <ul style="list-style-type: none"> • Documents describing the linkages between RTTT, KSDE policies, and LEA policies and practices 	
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Evaluation of Professional Learning

Goal: Develop system for monitoring and evaluating implementation of new definition of professional development as well as other related RTTT professional development requirements.

Description: NSDC’s *Standards Assessment Inventory* is a highly reliable (.92), 60-item survey that measures the degree to which professional development practices within a state, region, district, or school align with the highly regarded NSDC’s Standards for Staff Development (2001). The survey can be administered electronically or in paper format. The electronic format provides individual school, district, or regional reports of mean scores by standard and an item analysis by standard. The assessment is designed to be given twice in a school year to measure improvement in the quality of professional development. Supplemental resource materials available to those who use the electronic version of the survey assist school, district, regional, or state personnel use the data to make improvements in professional development practices.

In addition to the SAI, NSDC will support school districts and service centers develop evaluation frameworks for specific professional learning programs. These more specific program evaluations will focus on changes in practice and student learning associated with comprehensive professional learning programs and tie to initiatives specific to RTTT requirements. .

Tasks	Deliverables	Approximate Costs
Develop a state education agency framework for evaluating the effectiveness of professional learning to address RTTT and KSDE	<ul style="list-style-type: none"> • Evaluation framework that specifies the evaluation questions, evaluation design, data sources, data collection methodology, 	\$30,000.00

program expectations NOTE: NSDC is able to conduct evaluations as an alternate service	timeline, and persons responsible	
Implement the SAI statewide on an annual basis to inform improvements in the SAI NOTE: Kansas-specific items designed, field tested and added if determined necessary for an additional cost	<ul style="list-style-type: none"> • Kansas SAI • Annual analysis and recommendations 	\$25.00 per school
Develop specific Kansas support documents to ensure effective use of SAI results that align with Kansas state statutes, regulations, and guidance documents	<ul style="list-style-type: none"> • Interpretation documents • School and district planning and resource documents 	\$20,000.00
Provide technical support to service centers, district, and school staff on using SAI results to inform the development, implementation, evaluation, and refinement of the district's professional development plan	<ul style="list-style-type: none"> • Meeting agenda • Website resources 	\$15,000.00
Develop and deliver a training-of-trainers program for service center staff to assist district and school staff to use SAI results to inform the development, implementation, evaluation, and revision of the district's professional development plan	<ul style="list-style-type: none"> • Trainer documentation • Resource materials 	\$50,000.00
Provide professional learning for professional learning program directors on effective processes for measuring the impact of professional learning on practice and student learning	<ul style="list-style-type: none"> • Three institute dates • Institute materials • Follow-up materials • Web-based support materials 	\$25,000.00

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/relicensure, 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.

Tasks	Deliverables	Approximate Costs
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	<ul style="list-style-type: none"> • Recommendations from task force for changes in statute, regulations, and guidance documents 	\$50,000.00
Provide ongoing technical assistance to the KSDE as it implements the recommendations from the policy audit;	<ul style="list-style-type: none"> • Regular memos summarizing meeting outcomes • Resources that support implementation of improvements 	\$60,000 per year

Appendix A: Terms of Memorandum of Understanding

Section 1. Scope of Work

NSDC agrees to perform the Scope of Work as specified in the Scope of Work or amended as mutually determined.

Section 2. Period of Performance

The term of this Agreement will be mutually determined by the parties of this agreement.

Section 3. Key Personnel

NSDC shall be responsible for the tasks specified in Scope of Work and will be considered **Consultants** to KSDE. The terms of this Agreement are intended to provide NCTAF and NSDC with the scientific freedom and administrative flexibility that are consistent with the overall objectives of the Scope of Work.

Section 4. Consideration and Limitation of Payment

KSDE agrees to pay NSDC for the costs of the Scope of Work under this Agreement an amount pursuant to the budget and expenses provisions as agreed in the terms of the final Agreement. KSDE shall not be obligated to reimburse NSDC for any expenses or costs that are in excess of the amount specified in the final Agreement. NSDC will be responsible for any and all additional direct and indirect costs and expenses, including but not limited to associated tax payments, out-of-pocket expenditures and subcontracts.

Section 5. Method of Payment

Invoices shall be submitted to KSDE in accordance with a payment schedule determined in the final Agreement.

Payment shall be made to NSDC within 20 days of receipt of invoice.

The parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Agreement. Neither party shall be liable for any loss, damage, injury, claim or demand arising from the negligence of the other party or its agents or employees.

Acceptance of final payment under this Agreement shall release NSDC from all claims of KSDE, and from all liability concerning this Agreement, except where such claims or liabilities arise from negligent act or willful omission of NSDC.

Section 6. Notification

Any notice or other communication given under this Agreement shall be in writing, made in a timely fashion, delivered by first class mail, postage prepaid, and addressed as follows:

For KSDE:	For NSDC:
Pamela Coleman Kansas State Department of Education 120 SE 10th Avenue Topeka, KS 66612-1182	Joellen Killion National Staff Development Council 10931 W. 71 st Place Arvada, CO 80004-1337

Section 7. Independent Contractor

In the performance of this Agreement, NSDC shall be independent contractors and not employees of KSDE. NSDC is not agent of, nor authorized to do business, enter into agreements, or otherwise make commitments on behalf of KSDE unless expressly authorized in writing by an authorized representative of both. KSDE will not pay or withhold federal, state or local income tax or other payroll tax of any kind on behalf of NSDC. NSDC is responsible for the payment of all required payroll taxes, whether federal, state or local in nature, including but not limited to income taxes, Social Security taxes, Federal Unemployment Compensation taxes and any other fees, charges, licenses or payments required by law.

Section 8. Disclosure, Property Rights and Publication

NSDC shall make available to KSDE, not later than the time of completion of the Scope of Work, all information, including but not limited to data obtained, and work product as related to the Scope of Work.

Work products developed by NSDC which are a direct result of the attached Scope of Work shall be considered the property of KSDE unless they are copyrighted materials of NSDC in which case KSDE will be granted permission to use the materials. When information or data supplied involves the preparation of a database or other compilation using personal data or information, NSDC shall not use or disclose such information for any purpose other than completing the work contemplated under this Agreement.

NSDC agree to comply with both FERPA and corresponding Kansas law respecting student education records. Personally identifiable information obtained from the District by NSDC in the performance of their services: (i) will not be disclosed to third parties, except as expressly provided for in FERPA §§99.31, without signed and dated written consent of the student, or if the student is under eighteen (18) years of age, signed and written consent of the student’s parents/guardians and (ii) will be used only to fulfill NSDC's responsibilities under this Agreement.

KSDE will have the right to final review and revision of reports, article or account or other materials in any form intended for publication or distribution resulting from the Scope of Work.

Section 9. Force Majeure

Neither KSDE nor NSDC shall be responsible for delays or failures in performance resulting from acts beyond their control. Such acts shall include but not be limited to, acts of God, strikes, lockouts, riots, acts of war, insurrection, epidemics, governmental regulations superimposed after the fact, fire, failure of public or private carriers, communication line failures, power failures, earthquakes or other disasters. The party affected shall be excused from such performance on a reasonable and equitable basis to the extent that any such cause prevents or delays its performance. The parties hereto shall give reasonable notice of any such delay or failure.

Section 10. Amendments

This Agreement contains the entire agreement between the parties hereto. All parties shall make any changes to the terms of this Agreement in the form of a written Amendment. Authorized representatives of each party must execute any such Amendment.

Section 11. Conflict of Interest

NSDC affirm that, to the best of its knowledge, there exists no actual, potential, or appearance of conflict between KSDE and NSDC, or any of their affiliate's, trustee's, officer's, agent's and employee's family, business, or financial interest and their performance of this Agreement. In the event of a change in NSDC's interests or the Scope of Work, NSDC shall raise with KSDE any questions regarding possible conflict of interest which may arise as a result of such change.

Section 12. Termination

KSDE and/or NSDC may give a thirty (30) day written notice to terminate this Agreement with or without cause. KSDE agrees to pay NSDC for any work, deliverables or expenses approved by KSDE and completed at the time of Termination in accordance with completed Scope of Work. In the event this Agreement is terminated, NSDC shall submit a final expense report within sixty (60) days of the effective date of termination of this Agreement of all costs and commitments incurred and funds received.

Section 13. Severability

If any section or part thereof, of this Agreement is held to be invalid or unenforceable for any reason, the remaining portion of this Agreement shall continue in full force and effect, and shall be carried out in a manner that is consistent with the intentions of the parties hereto.

Section 14. Attorney Fees

If any legal action or proceeding, including any arbitration of disputes, arising out of, or relating to, this Agreement is brought by either party, the prevailing party as determined by the court, arbitrator or administrative agency, shall be entitled to receive from the non-prevailing party, in addition to any other relief that may be

granted, reasonable attorney fees, costs and expenses incurred in the action or proceeding by the prevailing party.

Section 15. Choice of Law

This Agreement shall be governed by and construed in accordance with all applicable federal, state and local laws.

Figure (E)(1). Intervening in the lowest-achieving schools and LEAs

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.

Evidence for (E)(1):

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

- Authority established in Article 6, Section 2(a) of the Kansas Constitution as well as K.S.A. 72-7513(a)(3) both giving the state board of education the general power to accredit schools and districts
- The School District Finance and Quality Performance Act (K.S.A. 72-6405 et seq.) includes a requirement that the state board of education establish a school performance accreditation system. K.S.A. 2008 Supp. 72-6439.
- K.A.R. 91-31-31 et seq. establishes the standards and procedures for Kansas Quality Performance Accreditation
- K.A.R. 91-31-31(a), (b), (c), & (g) and K.A.R. 91-31-38 define the accreditation status levels used for school improvement accountability in Kansas
- K.A.R. 91-31-36 establishes the procedures and composition of external and state technical assistance teams
- K.A.R. 91-31-40 sets out the "sanction" actions available to the state board of education which may be applied to any conditionally accredited or not accredited school
- See also, Kansas Improvement Notebook, the state's non-regulatory guidance on school improvement procedures for both Title I and non-Title I schools, applying both state Quality Performance Accreditation requirements and ESEA accountability requirements, as demonstrated by the following text:

*On Target refers to a district and/or school that has made AYP two or more consecutive years for NCLB. “On Target” also refers to schools that have met QPA criteria two or more consecutive years.

**On Watch refers to a district and/or school that previously was On Target and has not made AYP for one year for NCLB. If that district does not make AYP for a second consecutive year, the school will be on improvement. On Watch also refers to schools previously On Target that did not meet QPA criteria for one year. If that school does not meet OPA criteria for a second consecutive year, the school will be Accredited on Improvement.

***On Improvement refers to a district and/or school that has not made AYP two or more consecutive years for NCLB. Accredited on Improvement refers to a school that has not met QPA criteria two or more years.

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

Figure (E)(2)(i). Defining Persistently Low-Achieving Schools

Decisions made at the Accountability Governance Committee

Lowest 5% or 5 schools for School Improvement Reasons

December 22, 2009

1. Kansas State Department of Education will define “secondary school” as a building that the lowest grade is no less than grade 9 and could include grades 10, 11, and/or 12. (This does not include any 7-9 schools)
2. Kansas State Department of Education will define “number of years” for determining whether a high school has a graduation rate less than 60% and for the purpose of determining “lack of progress on the State’s assessments as **three** years **for both categories**.
3. Kansas State Department of Education will either use 5% or 5 depending on which is largest to determine the relevant sets based on the data.
4. Kansas State Department of Education decided to use the single percentage method to calculate English/language arts and mathematics proficiency rates for each school (B-V-16)

Single Percentage Method

Numerator:

Step 1: Calculate the total number of proficient students in the “all students” group in reading/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the “all students” group in mathematics by adding the number of proficient students in each grade tested in the school.

Step 2: Add the total number of proficient students in reading/language arts and mathematics.

Denominator:

Step 3: Calculate the total number of students in the “all students” group in the school who took the State’s reading/language arts assessment and the total number of students in the “all students” group who took the State’s mathematics assessment.

Step 4: Add the total number of students in the “all students” group in the school who took the State’s reading/language arts assessment and the total number of students in the “all students” group who took the State’s mathematics assessment.

Note: In counting the total number of students who are proficient and the total number of students assessed, include the number of proficient students with disabilities who took an alternate assessment (whether based on grade-level, modified, or alternate academic achievement standards) and the total number of students with disabilities who took an alternate assessment.

Step 5: Divide the numerator by the denominator to determine the percent proficient in reading/language arts and mathematics in the school.

Step 6: Rank the schools in each relevant set of schools from highest to lowest using the percentages in Step 5.

5. Kansas State Department of Education decided to use the following method for determining “lack of progress” by the “all students group on the State’s assessments (B-V-17)
6. **Lowest Achieving Over Multiple Years**
A State repeats the steps in Example 1 in B-V-16 for two previous years for each school. Then, it selects the five percent of schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in the State. Since Kansas is applying this over three years, we would consider two out of the last three years.
7. Kansas State Department of Education decided to look **equally** the academic achievement of the “all students” group and lack of progress on the State’s assessments rather than assigning different weights. (B-V-13).
8. Kansas State Department of Education determined that elementary schools and secondary schools would not be weighted differently when ranking schools. (B-V-14)

Source: “Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund”

Figure (E)(2)(ii-1). The Goals, Activities, Timelines and Responsible Parties for Turning Around the Lowest-Achieving Schools

Key Goals	Activities	Timeline for Implementation	Responsible Parties	Performance Measures/Annual Targets
E.2.1 Support the implementation of a transformational, turnaround, school closure, or restart model.	Create a system of early identification and intervention for schools and districts on watch. Develop a plan for awareness, training, and implementation of a multi-tier system of supports.	Year 1	KSDE School Reform Team KLN District Facilitators Implementation Coaches	<ul style="list-style-type: none"> • AYP • Students in disabilities are included in appropriate statewide assessments and meet efficiency
	Align curriculum.	Year 1	MTSS Core Team	<ul style="list-style-type: none"> • State Performance Indicators for Students with Disabilities
	Develop a plan to provide instructional development for instruction.	Year 1	MTSS Recognized District Facilitators	<ul style="list-style-type: none"> • Improved Dropout and Graduation Rate
	Implement instructional development plan	Year 2	District and School Personnel	<ul style="list-style-type: none"> • More students accessing Post-secondary Education
	Develop a plan and implement for determining assessment to use and when.	Year 1		<ul style="list-style-type: none"> • Comprehensive Evaluation of MTSS Model to ensure all students are meeting student outcomes
	Develop a plan to involve stakeholders, which include stakeholders, that parents,	Year 2		

community, and staff for all models

Develop a schoolwide plan for behavior and positive behavior supports.

Year 2 and 3

Develop a plan meeting the instructional needs of all learners, including gifted and ELL, through tiered support

Year 1 and 2

Develop a plan and implement progress monitoring in the areas of reading and math.

Year 2, 3, 4

Planning year for Kansas Learning PreK-12 Project

Year 1

Develop a plan for Pre K-12 Kansas Learning Project, emphasizing literacy and math, around state framework.

Year 2 and 3

Develop a plan and implement comprehensive state plan reduce dropout rate and improve graduation rate.

Year1, 2 and 3

Develop a plan to develop college preparation and career pathways.

Year 1

Develop a plan to provide professional development for staff.	Year 1
Develop highly effective staffing plan expectations	Year 1, 2, 3, 4,
Develop School Closure Expectations	Year 1
Develop a plan to insure fidelity of implementation of all models.	Year 2
Develop a plan to monitor all aspects of integrated accountability plan.	Year 3
Implement all aspects of models.	Year 4

Figure (E)(2)(ii-2) Portfolio With Documentation Of The Process That Was Used To Redesign The School

Turnaround Planning Process	Expectations from Kansas State Department of Education
Pre-planning Process	Communicating with all Stakeholders and Creating Planning Team
Planning Process	Team norms, Communication Plan, Process Timeline
Data Collection and Analysis	Needs Assessment, Data Analysis, Root Cause
Visioning	Vision, Identifying Changes, Action Steps
Options for School Reform	Compliance with School Improvement Regulations, Adoption of School Reform Model
Addressing Human Capital and other Resource Issues	Re- staffing issues, highly effective and highly qualified issues, technology, resources, redesign
Written Plan	Complete the plan Template, Create Portfolio of Process of Turnaround
District Review	Local Board Approves, Sent to KSDE by April 1
KSDE Review	Feedback to Districts by May 1
Implement and Monitor Plan for Fidelity	School Superintendent, School Principal, Kansas Learning Network District Facilitator, School Implementation Coach, District Administration, KSDE Staff

Figure (E)(2)(ii-3). KSDE Accountability Governance Board Definition of New School or District

1. If districts merge, the new district and all the remaining building within it must retire their old building numbers and apply for new building numbers.
2. If, within the same district, buildings merge, the old building number should be retired and the district should apply for a new building number.
3. If building change their grade configuration completely, for example, when three K-65 buildings are converted into one K-1 building, one 2-3 building and one 5-5 building, all of the original building numbers must be retired and the district must apply for new building numbers.
4. If a building is opening, and will substantially change (defined as a 33% change in tested grades and a 33% change in enrollment of tested grades) the grade configuration of a second building, for example, from K-8 to 6-8, the second building must retire its old building number and apply for a new building number.
5. When buildings move from one existing district to another district, the old building number should be retired and the district should apply for a new building number.



Charter School Petition Rubric

2008-2009

Review Committee Rating Form

Reader Code _____	
USD Number and Name _____	<input type="checkbox"/> Year 1 Planning Grant Up to \$60,000 award (maximum)
Total Points Received _____ /188 possible	
<input type="checkbox"/> Petition meets minimum 75% of total points (141). No further documentation is required.	
<input type="checkbox"/> Petition meets minimum 75% of total points (141). Further documentation is required for sections rated Level 1 or Level 2	
<input type="checkbox"/> Petition does not meet minimum 75% of total points (141).	

Directions for Completing Rubric

- To use the rubric, read each section within the petition and then review the ideal *Quality Criteria* that should be contained in each applicant's response.
- On a 4-point rubric:
 - Level 4 indicates that the ideal criteria has been addressed most rigorously, thoroughly and specifically in the response.
 - Level 3 indicates that the ideal criteria has been addressed rigorously but is not as thorough and specific in the response.
 - Level 2 indicates that an attempt was made to address the ideal criteria and there is minimal thoroughness and specificity in the response.
 - Level 1 indicates that there was basically very little attempt to address the ideal criteria.
- Please write comments to support the points awarded. The written comments can be very meaningful and helpful to the applicant and will be available to each applicant within a 14-day period following the announcement of grant recipients.
- After reviewing and rating each section, total the points awarded for that section in the space provided under the heading *Total*.
- To be considered for charter school status, a petition needs to receive a minimum 75% of the total points available (141/188 pts) and have provided requested documentation to support any quality indicators that were rated as Level 1 or Level 2.

Charter School Petition Rubric

Section		Quality Indicators				Rating			Total
<i>I.</i>	<i>Need</i>	<ul style="list-style-type: none"> ▪ Identifies a compelling description of whom the charter school intends to reach and the accommodations that will be implemented to address the target student population's unique need. ▪ Provides a clear demonstration, including use of staff, parent, district and community data, that there is a commitment and support structure provided by the district and community. ▪ Provides a specific rationale for how this school will enhance or expand the educational options currently available to the target student population. 	4	3	2	1	1		
			4	3	2	1			
			4	3	2	1			
Reader Comments:									
<i>II.</i>	<i>Mission</i>	<ul style="list-style-type: none"> ▪ Provides a clear and compelling mission statement that is meaningful, manageable and measurable. 	4	3	2	1			
			Reader Comments:						
<i>III.</i>	<i>Purpose</i>	<ul style="list-style-type: none"> ▪ Identifies one or more purposes for which the school intends to provide <u>new</u> opportunities. ▪ Provides a thorough and comprehensive description of how the school's mission will provide <u>new</u> opportunities to address the purpose(s). 	4	3	2	1			
			4	3	2	1			
Reader Comments:									
<i>IV.</i>	<i>Recruitment and Enrollment</i>	<ul style="list-style-type: none"> ▪ Demonstrates a convincing plan for broad outreach, including outreach to families traditionally less informed about options. ▪ Identifies a detailed rationale for the anticipated enrollment. ▪ Demonstrates that admission policies at the proposed school will comply with applicable law. ▪ Demonstrates an admission plan and a proposed lottery system, if necessary, that ensures adequate enrollment and full accessibility of the school to all eligible students. 	4	3	2	1			
			4	3	2	1			
			4	3	2	1			
			4	3	2	1			
Reader Comments:									

Charter School Petition Rubric

Section	Quality Indicators	Rating				Total
V. <i>Educational Philosophy and Utilization of Physical Facilities</i>	<ul style="list-style-type: none"> ▪ Describes a framework for instructional design, methods and flexibility of scheduling that are aligned with the school's mission and responds to the needs of the student population. ▪ Provides specific examples of school models, educationally sound web resources and/or research-based studies that support the success of the proposed approach OR if innovative, presents a reasonable likelihood for success. ▪ Shows evidence that this approach will meet the diverse needs of individual students and lead to improved student performance. ▪ Discusses how modifications to the current physical facilities will support the mission and to what degree students will be engaged in the design of the physical space. ▪ The Virtual Education Requirements Desktop Audit form has been completed attached and thoroughly addresses the required components. <p>NOTE: If a Reader has marked NO in any of the sections requiring a YES or NO response, the documentation required will need to be collected from the applicant before a total score can be finalized and forwarded to the State Board of Education.</p>	4	3	2	1	NO N/A
		4	3	2	1	
		4	3	2	1	
		4	3	2	1	
		4	3	2	1	
Reader Comments:						
VI. <i>Special Student Populations</i>	<ul style="list-style-type: none"> ▪ Petition identifies the strength and capacity of the school that will provide support in implementing accommodations for special student populations. ▪ Describes the support that will be provided in identifying children with special needs identification, developing individual educational plans and monitoring progress. 	4	3	2	1	1
		4	3	2	1	
Reader comments:						
VII. <i>Support for Learning</i>	<ul style="list-style-type: none"> ▪ Provides examples of student engagement strategies that will reduce student behavior and discipline problems. ▪ Describes the procedures that will ensure the health and safety of students and staff. ▪ Identifies the district resources that currently support family-school partnerships and how the school will gauge and disseminate parental satisfaction results. ▪ Engages community partners in ways that elicit involvement in the school and contribution to student learning. 	4	3	2	1	1
		4	3	2	1	
		4	3	2	1	
		4	3	2	1	
Reader Comments:						

Charter School Petition Rubric

Section	Quality Indicators	Rating				Total
VIII. Staff	<ul style="list-style-type: none"> ▪ Presents a staffing plan that is aligned with the mission and educational philosophy of the school and includes the composition and responsibilities of the staff. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Describes how building level autonomy will be ensured in determining any school staff composition and assignment to the charter school. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Provides for an effective professional development program. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Describes the staff evaluation system and how it will support the mission and educational philosophy. 	4	3	2	1	
Reader Comments:						
IX. Measurable Goals and Assessments	<ul style="list-style-type: none"> ▪ Defines clear, specific, understandable academic goals that will lead to improved educational results for students. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Defines clear, specific, understandable non-academic goals that are reflective of the school's unique mission, characteristics, targeted student population, etc. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Identifies specific skills, knowledge and attitudes that reflect the school's clearly measurable educational objectives. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Identifies how goals can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. 	4	3	2	1	
Reader Comments:						
X. Use and Reporting of Data	<ul style="list-style-type: none"> ▪ Provides a thorough, clear, measurable, externally credible and conceptually sound design for measuring and reporting the academic, social and individual development of its students and the overall performance of the school. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Includes examples of proposed quantitative, qualitative and anecdotal collection methods. 	4	3	2	1	
	<ul style="list-style-type: none"> ▪ Demonstrates how formative and summative performance data will be used to continuously improve educational services for all students, especially those working at levels above or below the school's performance standard. 	4	3	2	1	
Reader Comments:						

Charter School Petition Rubric

Section		Quality Indicators	Rating			Total
XI.	Governance	<ul style="list-style-type: none"> ▪ Articulates how decisions will be made and by whom during the pre-operational planning period and once operational. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Includes a description of management responsibilities in curriculum, staffing, special education, business and finance, reporting and school leadership. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Describes the plan to establish a charter school advisory board and describes the membership and its responsibilities. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Describes how the local school board will address contracts of employment if the charter school status is non-renewed or revoked or upon the decision of employees to discontinue participation in the operation of the school. Specifies terms/conditions of employment. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Reasons for waiver requests have been included, if applicable. 	Yes		No	N/A
		<p>NOTE: If a Reader has marked NO in any of the sections requiring a YES or NO response, the documentation required will need to be collected from the applicant before a total score can be finalized and forwarded to the State Board of Education.</p>				
Reader Comments:						
XII.	USD Sponsor Responsibilities	<ul style="list-style-type: none"> ▪ Describes the specific role and support the USD sponsor will provide during the development of the charter school petition. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Describes how the USD sponsor will demonstrate a commitment to ensuring building level autonomy and decision making during the pre-operational planning period and once the school is operational. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Clearly identifies how support will be extended to the charter school in implementing identified activities and evaluating progress towards identified goals. 	4	3	2	1
Reader Comments:						
XIII.	Financial Management	<ul style="list-style-type: none"> ▪ Describes the fiscal controls and financial management policies the school will employ to track finances in its daily business operations. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Describes how the school will develop its annual budget and identifies the various funding streams that will support the proposed school. 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Describes the level of commitment and financial support of the USD sponsor during the grant funding period and how that will affect long-term sustainability once federal funds have been expended. 	4	3	2	1
Reader Comments:						

Charter School Petition Rubric

Section		Quality Indicators	Rating			Total
XIV.	Budget Narrative Year 1 Planning	<ul style="list-style-type: none"> ▪ Year 1 Planning – Provides a realistic and comprehensive budget plan that will be implemented during startup activities to support innovative educational practices consistent with the purpose, philosophy and goals of the application. (Refer to Sections II, V and IX.) 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Year 1 Planning - Includes additional information supporting each budget category (i.e. specific cost descriptions, breakdowns, calculations, rationale, etc.) 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Year 1 Planning – Details specifically how the minimum 10% set aside requirement will be expended in order to provide professional development and technical assistance. 	4	3	2	1
	Budget Narrative Year 2 and 3 Implementation	<ul style="list-style-type: none"> ▪ Year 2/3 Implementation – Provides a realistic and comprehensive budget plan that will be implemented during years 2 and 3 to support innovative educational practices consistent with the purpose, philosophy and goals of the application. (Refer to Sections II, V and IX.) 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Year 2/3 Implementation - Includes additional information supporting each budget category (i.e. specific cost descriptions, breakdowns, calculations, rationale, etc.) 	4	3	2	1
		<ul style="list-style-type: none"> ▪ Year 2/3 Implementation – Details specifically how the minimum 5% set aside requirement will be expended in order to provide professional development and technical assistance. 	4	3	2	1

Reader Comments:

Charter School Petition Rubric

Section	Quality Indicators	Rating		Total	
XV.	Contracts	<i>EMO/ Educational Service Provider</i>			N/A
		<ul style="list-style-type: none"> ▪ Draft of the proposed contract is attached. 	Yes	No	
		<ul style="list-style-type: none"> ▪ Explanation of choice of contracting entity is provided and includes a brief summary of the history, educational philosophy and past results. 	Yes	No	
		<ul style="list-style-type: none"> ▪ Describes how the charter school's advisory board's plans to oversee the contracting EMO/Educational Service Provider. 	Yes	No	
		<ul style="list-style-type: none"> ▪ Non-Profit Entities (college, university, museum, educational institution, etc.) Explanation of choice of contracting with non-profit entity is provided and includes the following requirements: name o of the organization; a letter of intent or commitment from a bona fide representative of the partner organization; and personal contact information for the partner organization. 	Yes	No	
<p>NOTE: If a Reader has marked NO in any of the sections requiring a YES or NO response, the documentation required will need to be collected from the applicant before a total score can be finalized and forwarded to the State Board of Education.</p>					
Reader Comments:					
XVI.	Assurances	Acknowledgement of adherence to assurances has been referenced.		N/A	
<p>NOTE: If a Reader has marked NO in any of the sections requiring a YES or NO response, the documentation required will need to be collected from the applicant before a total score can be finalized and forwarded to the State Board of Education.</p>					
Reader Comments:					

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- ⁱ Eight of these were high-performers on either TIMSS, PISA or both: Belgium, Canada [Alberta], Chinese Taipei, Finland, Hong Kong, Japan, Korea, and Singapore. England and Ireland, which have uneven performances on international assessments, were included because of their cultural links to the United States. China and India were included because of their growing global competitiveness.
- ⁱⁱ Differences in language have a greater impact on the teaching and learning of language arts than of mathematics, so the teams looked primarily at English-speaking countries. All were high-performers on PISA except Singapore, which did not participate, and England, which as in mathematics was selected partly for its cultural links to the United States.