

---

# Kansas Plan to Ensure Equitable Access to Excellent Educators



September 25, 2015

---

*The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201\**

## **Section 1: Introduction**

The Kansas State Department of Education (KSDE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to great teachers and leaders in Kansas. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to SEAs, as augmented with additional guidance published on November 10, 2014. The Kansas plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary. KSDE recognizes the importance of strong leadership, however, Kansas has chosen to begin its equitable access work around the classroom teacher. Data, root cause analysis and strategies to develop strong leaders will be forthcoming.

Kansas believes that all children in Kansas deserve an equal opportunity to a quality education. Kansas children, regardless of race, income or disability, deserve access to a safe and healthy place to learn, rigorous expectations, and excellent educators in every classroom. This plan will focus on ensuring that every Kansas child has the opportunity to learn from quality teachers.

This idea can be seen clearly in the Kansas State Board of Education's mission, goals and objectives:

### **Mission**

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents.

### **Goals**

1. Provide a flexible and efficient delivery system to meet students' varied and changing needs
2. Provide an effective educator in every classroom
3. Ensure effective, visionary leaders in every school
4. Promote and encourage best practices for early childhood programs
5. Develop active communication and partnerships with families, communities, business stakeholders, constituents, and policy partners

### **Objectives**

#### **Goal 1 - Provide a flexible and efficient delivery system to meet our students' varied and changing needs**

1. Encourage the implementation of tiered instruction and learning in all Kansas schools
2. Continue to move forward on a new accreditation system
3. Review graduation requirements, improve graduation rates, and reduce dropout rates
4. Support the Career and Technical Education policy initiatives

5. Support the implementation of the ESEA Flexibility Waiver
6. Support and encourage the use of technology in education delivery systems

#### **Goal 2 - Provide an effective educator in every classroom**

1. Identify and reduce unnecessary barriers to teacher licensure and renewal
2. Continue to develop strategies for teacher recruitment, support, and retention
3. Assist schools in the implementation of effective evaluation of educators
4. Review and revise teacher preparation programs to respond to the diverse student needs in Kansas
5. Identify and determine flexible licensure requirements for CTE educators
6. Review special education licensure requirements

#### **Goal 3 - Ensure effective, visionary leaders in every school**

1. The State Board, in collaboration with the Board of Regents, will review and revise leader preparation programs to respond to the diverse educational needs in Kansas
2. Develop strategies for leader recruitment, support, and retention
3. Assist school districts in the implementation of effective evaluation of leaders

#### **Goal 4 - Promote and encourage best practices for early childhood programs**

1. Define early childhood education
2. Research scientifically based early childhood programs to determine best practices
3. Ensure parents/guardians have access to best practices research and how to identify and access early childhood education for their children
4. Identify and establish relationships with organizations interested in early childhood education
5. Advocate for universal early childhood education

#### **Goal 5 - Develop active communication and partnerships with families, communities, business stakeholders, constituents, and policy partners**

1. Align PreK-20 systems of support and identify and remove roadblocks in collaboration with identified partners
2. Educate and inform the public regarding education issues
3. Develop strategic partnerships with stakeholders

This plan details KSDE's approach to achieving Kansas's objective of improving access to excellent educators for the state's most disadvantaged youth. Although the U.S. Department of Education states that each state must describe steps it will take to "ensure that economically disadvantaged and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers," Kansas finds a flaw in this vision; Kansas does not accept the idea that unqualified or out-of-field teachers would be found acceptable, regardless of the "rate" for which it occurs, in any classroom. It is the vision of Kansas that **all children and all classroom are taught by excellent educators.**

To create this plan, a diverse KSDE team that included members from Early Childhood, Special Education and Title Services; Career Standards and Assessments Services; Teacher Licensure and Accreditation; Information Technology; and the Central Comprehensive Center, took the following steps:

- Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.
- Reviewed data provided by ED and KSDE’s own data systems to identify equity gaps.
- Conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that underlie equity gaps to identify and target strategies, accordingly.
- Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.

### **Scan of State-Level Policies, Initiatives, and Currently Available Data**

To begin this process in an informed way, KSDE performed a scan of current policies and initiatives that Kansas has been implementing in recent years as well as a review of relevant and available data. This scan was conducted in collaboration with multiple teams within KSDE. Specifically, KSDE reviewed:

- Existing state policy and practice for improving educator recruitment, retention, development, and support
- Common policies focused on LEA human resources in Kansas
- Policies and initiatives focused on Kansas institutions of higher education (IHE) and other providers that prepare teachers and principals
- Initiatives relating to providers of in-service professional learning programs
- Current licensure standards and requirements
- The status of Kansas’s efforts to develop, test and implement a new Educator Effectiveness Evaluation System, which was implemented in all Kansas school during the 2014-2015 school year. KSDE identified the elements included in the system that can be used as performance metrics to measure equity gaps.
- Available data identified as relevant to the development and implementation of Kansas’s equitable access plan. As a starting point, KSDE reviewed the data profile prepared by ED, in particular the Civil Rights Data Collection (CRDC) data submitted by Kansas’s school districts; ED*Facts* data that KSDE provided to ED on classes taught by highly qualified teachers; and state data, including basic information such as demographic and comparable wage data on teacher salaries.
- Additional relevant data that KSDE has as part of Kansas’s longitudinal data system—such as teacher and principal turnover rates, and effectiveness ratings, as mentioned above.

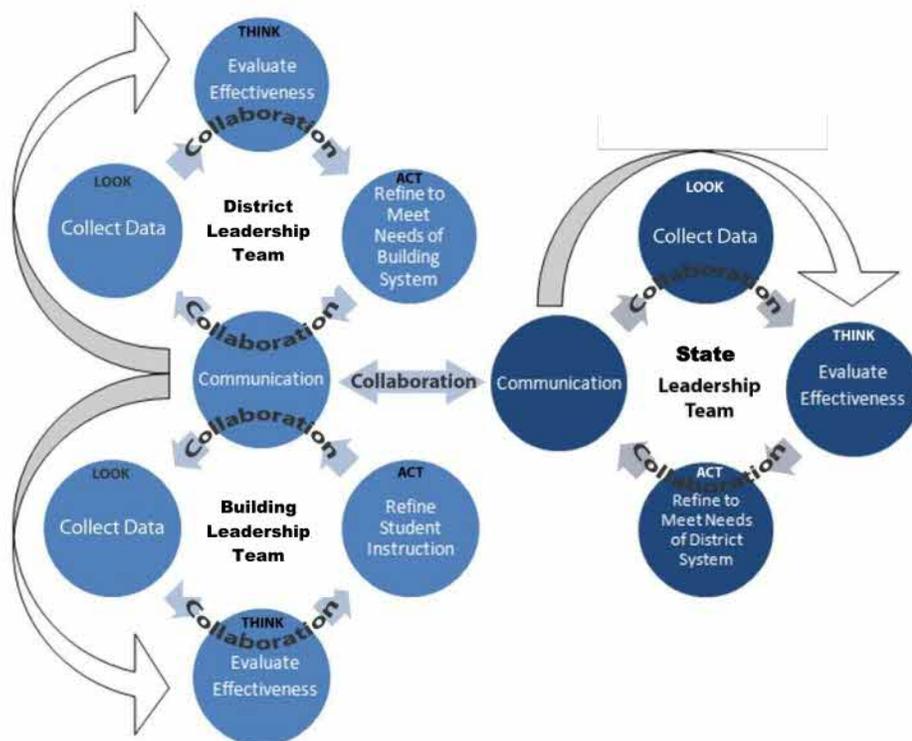
Educator equity is not a new concept to the Kansas State Department of Education or its stakeholders. KSDE submitted an equity plan to the U.S. Department of Education in August 2011. Since that time, KSDE has continued to develop on-going data collection and data analysis tools. KSDE has developed a System for Education Enterprise in Kansas (SEEK). SEEK is an online tool that pulls data from many

sources so that longitudinal data at the building, district and state level can be used by education stakeholders to drive improvement efforts and increase student achievement. SEEK allows building and district users the ability to generate custom reports.

## **Section 2: Stakeholder Engagement**

Kansas recognizes that stakeholder engagement is critical to the effective implementation of its Equitable Access Plan. In order to ensure that all students have access to excellent educators, Kansas encourages and seeks input and involvement of all of its stakeholders. The Kansas State Department of Education has a history of working collaboratively with teachers, principals and superintendents, education organizations, and community groups in order to accomplish what is in the best interest of its children and youth. The plan's success will depend, in large part, on the long-term involvement and ownership of stakeholders. KSDE staff is committed to engaging diverse stakeholders in meaningful ways as the work continues. This includes their input as KSDE designs webinars, documents, communications and other strategies for ensuring school and district staff, parents and communities have a voice. This will help ensure there is understanding and transparency with the Equitable Access Plan. KSDE has involved stakeholders from the beginning and will continue to do so by using the Kansas Multi-Tier System of Supports' self-correcting feedback loop.

## Self-Correcting Feedback Loop



KSDE has a number of advisory councils that are important to the equitable access work. The purpose of the advisory councils in regard to the Equitable Access Plan is to:

- Review data and serve as advisors on interpreting the data and the root causes behind Kansas's equity gaps.
- Identify and prioritize root causes of inequities in accessing excellent teachers.
- Review and provide feedback on the draft plan.

The Kansas Assessment Advisory Council (KAAC) meets on a regular basis, six times a year, to discuss assessment and accountability issues. The KAAC had considerable input on the ESEA Flexibility Waiver. KAAC has discussed the importance of the connections between assessments and teacher evaluation, as well as the complexity of using assessment scores to rate a teacher's effectiveness.

The Special Education Advisory Council (SEAC) and the Kansas Association of Special Education Administrators have both had opportunities to discuss issues of equitable access to excellent teachers. Concerns around the recruitment and retention of special education teachers have been expressed.

When Kansas chose to apply for ESEA Flexibility Waiver renewal, an advisory council was formed. This council has advised KSDE on 1003(g) SIG grants, the use of state assessment scores, setting of AMOs, Priority and Focus school identification and interventions, and the Equitable Access plan. The ESEA

Advisory Council will continue to be the key stakeholder group in the development and implementation of the Equitable Access plan.

A summary of comments regarding equitable distribution by the ESEA Advisory Council can be seen in *Attachment 1*.

The Kansas ESEA Advisory Council met in Wichita, KS on July 28, 2015 to discuss the call with the USDoE on July 24<sup>th</sup> and the recommended revisions to the Equitable Access Plan.

KSDE is working with the Educational Delivery Institute (EDI) to develop and enact a plan for determining stakeholder needs related to the implementation of the standards and provide differentiated support targeted to each stakeholders' unique set of needs. This plan includes detailed tasks in the areas of establishing feedback loops, improved internal and external communications, and professional learning.

The KSDE Commissioner and KSDE staff have continued meeting with a variety of entities including Curriculum Leaders, Kansas Accreditation Advisory Council, Council of Superintendents, Educational Service Centers and their respective districts, the Kansas Learning First Alliance (KFLA) which includes representatives from 34 organizations, and civil rights representatives including the Kansas Hispanic & Latino Affairs Commission, Kansas Alliance of Black School Educators, Urban League of Kansas, Midwest Equity Assistance Center and National Association for Advancement of Colored People (NAACP).

In January 2015, the KSDE Interim Commissioner and incoming Commissioner conducted a tour of the state and held 17 Statewide Community Conversations. These events were well attended and include community people from all walks of life. These conversations started with a short introduction of philosophy then quickly changed to involve attendees in conversations around educational issues that then provided KSDE with exhaustive feedback from constituents. See *Attachment 2*.

Currently, the Interim Commissioner and incoming Commissioner are having similar conversations with Chambers of Commerce throughout Kansas. Access to quality educators will be discussed. See *Attachment 3*.

In future updates to the Equitable Access Plan, KSDE will be considering the use of teacher effectiveness ratings and the equitable access of effective teachers. The State Board of Education approved the formation of the Teaching in Kansas Commission II (TIKC II) in June 2014. The Commission was formed to engage and provide feedback on how to implement the requirements of Principle 3 of the Elementary and Secondary Education Act (ESEA) Flexibility waiver, including developing and adopting guidelines for teacher and principal evaluation and including student growth as significant factor. A major focus of the TIKC II was examining and assisting KSDE in establishing multiple valid measures including achievement on state assessments, observations, peer observations, professional growth, self-reflection, student voice, parent voice, and others. Having stakeholder engagement as Kansas changed the way teachers are evaluated was critical to future conversations around equitable access to effective teachers.

KSDE will continue to work with constituents as Kansas moves the equitable access plan forward.

### Section 3: Equity Gaps

Kansas has been concerned with providing equitable access to effective teaching and leading for years, and efforts to date appear to be showing results. At this time, more than 96% of the elementary teachers and 90% of secondary teachers in Kansas fully met the federal definition of “highly qualified teacher” (HQT) in the subject areas used in ESEA. Nevertheless, Kansas recognizes that HQT is not a strong indicator of effectiveness and that there is still a long way to go to achieving Kansas’s equitable access goals.

#### Definitions

The Kansas 2011 Kansas Equity Plan focused primarily on HQT status. It was the beginning of a process and tool for districts to identify equity gaps of access to highly qualified teachers in buildings of high poverty and years of experience. The current plan focuses on ensuring that all classrooms are taught by “excellent” teachers. Recognizing that there are multiple important dimensions of educator effectiveness (e.g. qualifications, expertise, performance, and effectiveness in improving student achievement), Kansas has defined excellent educators as follows:

- An *excellent teacher* is fully prepared to teach in his or her assigned content area, is able to demonstrate strong instructional practices and significant growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom.
- An *excellent school leader* is fully prepared to lead both instructionally and administratively, is able to demonstrate strong leadership practices and significant growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the school building.

Capturing these qualities is a difficult task. Kansas has chosen to look at a number of metrics to capture educator effectiveness. The following definitions will be used in this endeavor:

- Unqualified – never licensed or an expired license. The staff member is not licensed or has an expired license.
- Out-of-Field – licensed but unqualified. The staff member holds a standard or “non-standard” license but does not hold the correct subject and/or grade level endorsement for the listed assignment. Kansas collects this data for all subject areas, not just the core subject areas as defined in No Child Left Behind.

- Inexperienced – taught for less than 3 years. A classroom teacher with a valid Kansas teaching license (Initial, Temporary [one year renewable], or Exchange [out-of-state]) that has taught for less than 3 years in a Kansas public school classroom.
- Experienced – taught for more than 3 years. A classroom teacher with a valid Kansas teaching license (Professional or Accomplished [National Board Certification]) that has taught for more than 3 years in a Kansas public school.
- Minority – any race other than “white”.
- Percent Poverty – percent of students qualifying for free and reduced price lunches. Percent poverty will be used in place of “poor.”
- Economically Disadvantaged – also will be used in place of the term “poor” when referring to a student or student group that receive free and/or reduced price lunches.

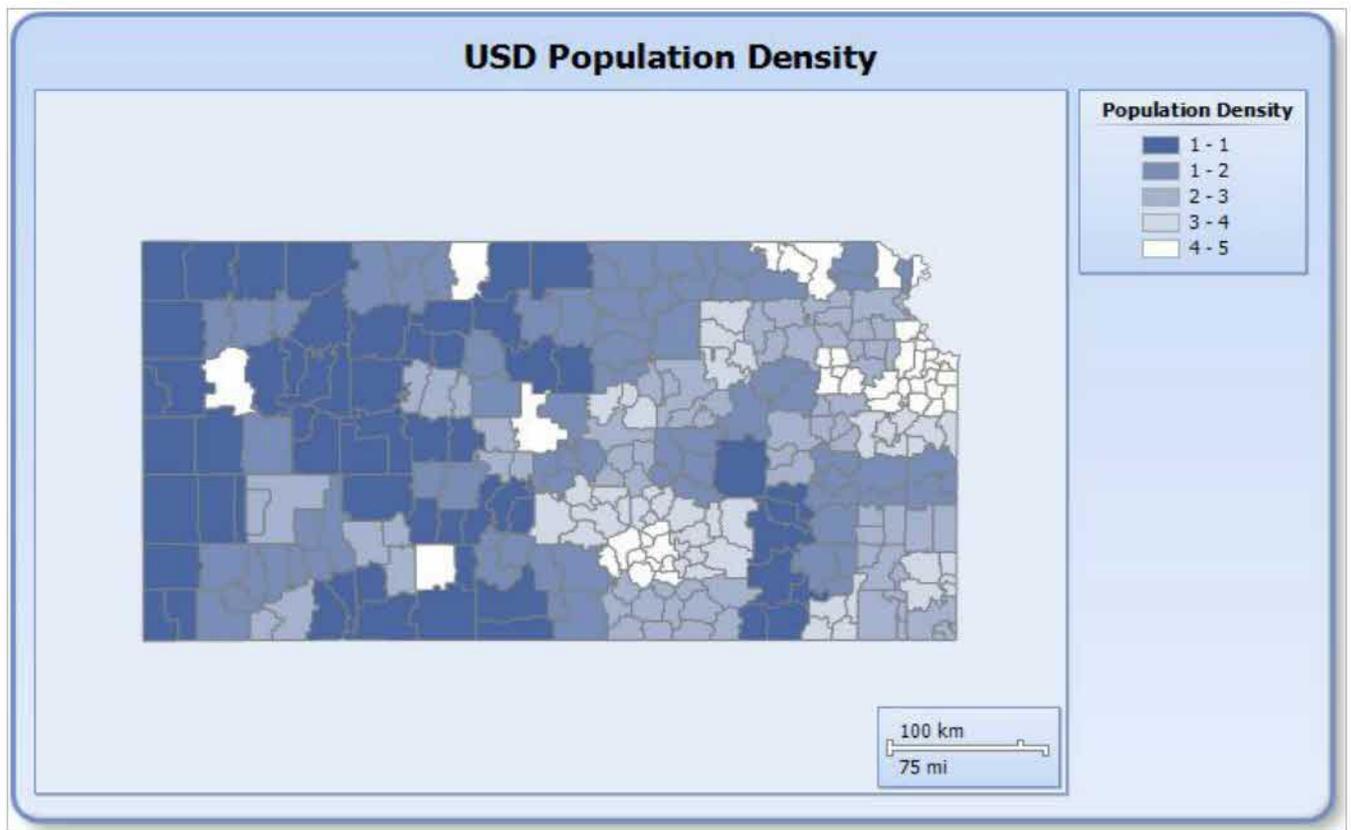
Stakeholders worked with KSDE to formulate a set of questions that would steer the data collection and analysis process.

Questions to consider:

- Do district with high poverty have a greater percentage of teachers with less than 3 years of experience compared to low poverty districts’ percentage of teachers with less than 3 years of experience?
- Do districts with high poverty have a greater percentage of teachers who are unqualified (never licensed or expired license) compared to low poverty districts’ percentage of teachers who are unqualified?
- Do districts with high poverty have a greater percentage of teachers teaching out-of-field compared to low poverty districts’ percentage of teachers teaching out-of-field?
- Do rural districts have a larger percentage of teachers with less than 3 years of experience compared to the state average of teachers with less than 3 years of experience in all districts?
- Are districts with a high percentage of minority students taught by inexperienced teachers at a greater rate compared to the average number of inexperienced teachers in the lowest percent minority districts?

- Are districts with a high percentage of minority students taught by unqualified teachers at a greater rate compared to the average number of unqualified teachers in the lowest percent minority districts?
- Are districts with a high percentage of minority students taught by out-of-field teachers at a greater rate compared to the average number of out-of-field teachers in the lowest percent minority districts?
- Are students with disabilities taught at a higher rate by inexperienced, unqualified or out-of-field teachers than students in general education?

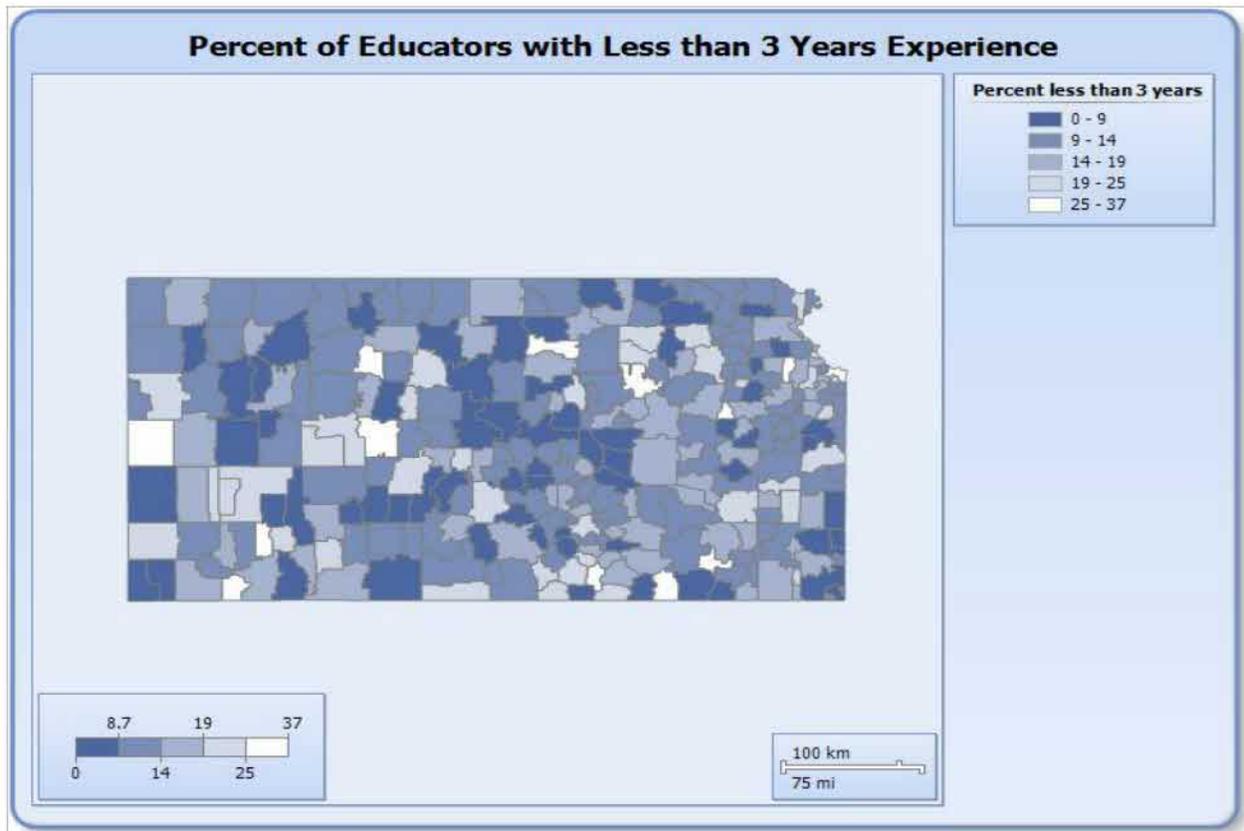
### Kansas Geographic Representations:



\* Numbers in the population density map legend represent Frontier (Blue), Rural, Semi-Rural, Semi-Urban, Urban (White)

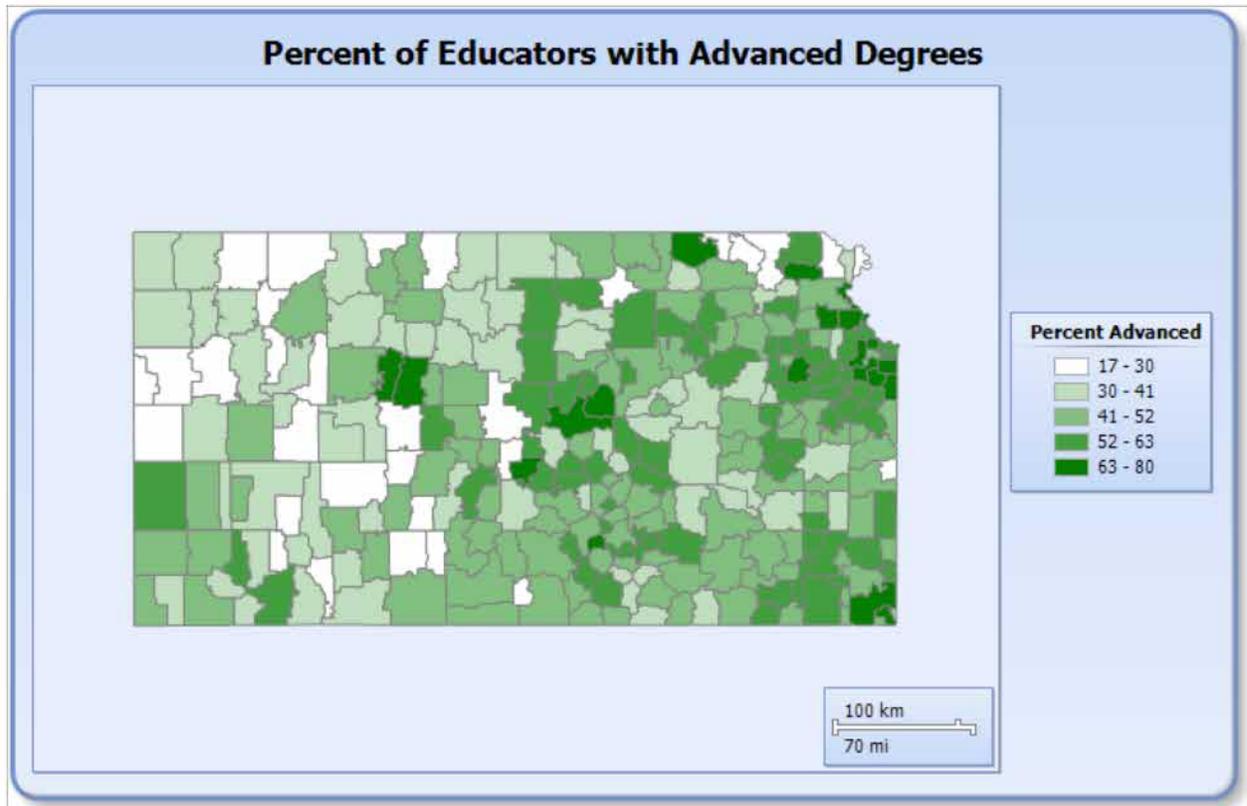
Map 1: Map 1 indicates population density across the state of Kansas by school district. White districts have the densest populations. Two groupings of districts above indicate our largest population centers. The Kansas City area on the eastern edge of the state contains four of the ten largest school districts in

Kansas. The grouping of white districts that are located in the south central part of the state contains Kansas' largest school district, Wichita. The western half of Kansas is, generally, rural. The western edge is extremely rural. This map will be referred to as it relates to the following Kansas maps.

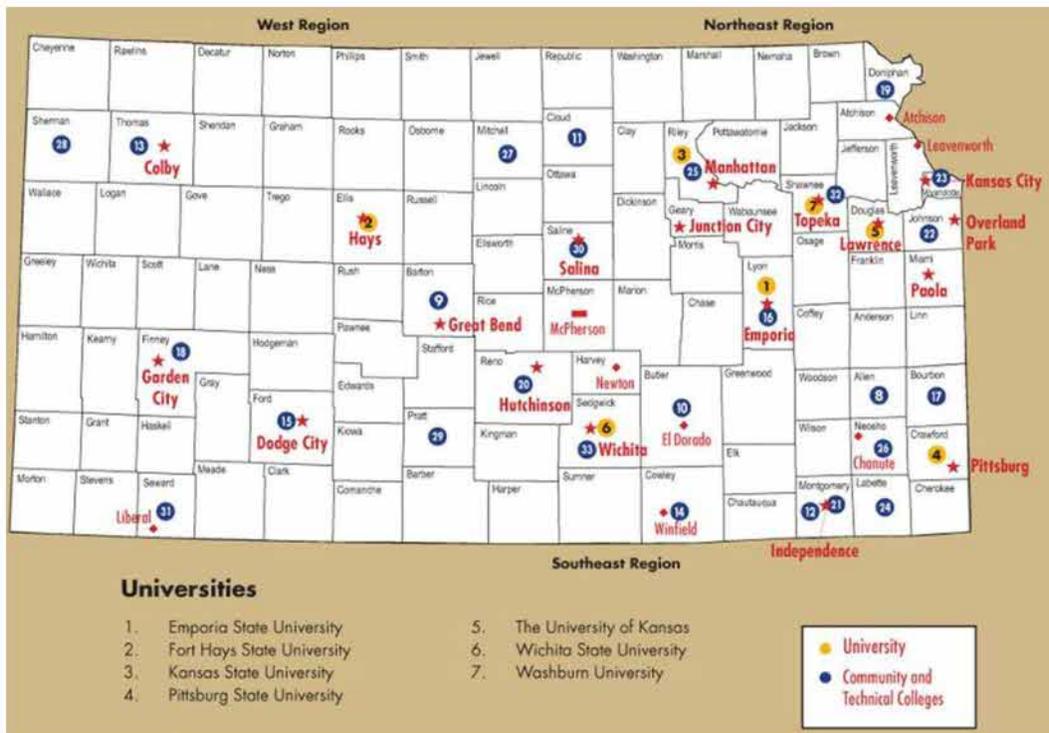


Map 2: Map 2 represents across the state of Kansas the percent of educators in a school district with less than three years of experience. School districts with greater than 25% of teachers with less than three years of experience (white) are found in all regions across the state. You can find examples of districts having low percentage of teachers with less than three years of experience and districts having high percentage of teachers with less than three years of experience in all regions of the state. It does not appear that geographic location has an effect on the percent of teachers with less than three years of experience.

Correlations between population density and teachers' years of experience are not apparent. In our Kansas City and Wichita areas where population is densest, no pattern of inexperienced teachers is found. Along the western border of Kansas, where population is the least dense, no pattern of inexperienced teachers is found.



Map 3: Map 3 represents the percent of educators in each Kansas school district with an advanced degree. The map above indicates a difference in the eastern and western side of the state. A virtual line can be drawn down the middle of the map and two distinct halves can be seen. The western half of the state has a smaller percentage of teachers with advanced degrees than the western side. This can be noted by the large number of districts displayed in white on the western half and the darker greens on the eastern side. In comparing Map 1 and Map 3, it appears that the less populated western half of Kansas is also the half with a smaller percentage of teachers with advanced degrees. In contrast, the more densely populated eastern half of the state has a larger percentage of teachers with advanced degrees. A possible cause is the fact that there are fewer universities on the western side of the state. The following map shows there is only one university, Fort Hays State University, that offers graduate degrees, that is located in the western half of Kansas.



## Findings:

- Correlations between population density and teachers' years of experience are not apparent in the map representations.
- The less populated western half of Kansas is also the half with a smaller percentage of teachers with advanced degrees.
- The more densely populated eastern half of the state has a larger percentage of teachers with advanced degrees.
- Teachers in the western half of Kansas have fewer resources for obtaining an advanced degree than teachers in the eastern half of Kansas.

## INEXPERIENCED

### Scatterplot Representations of Data

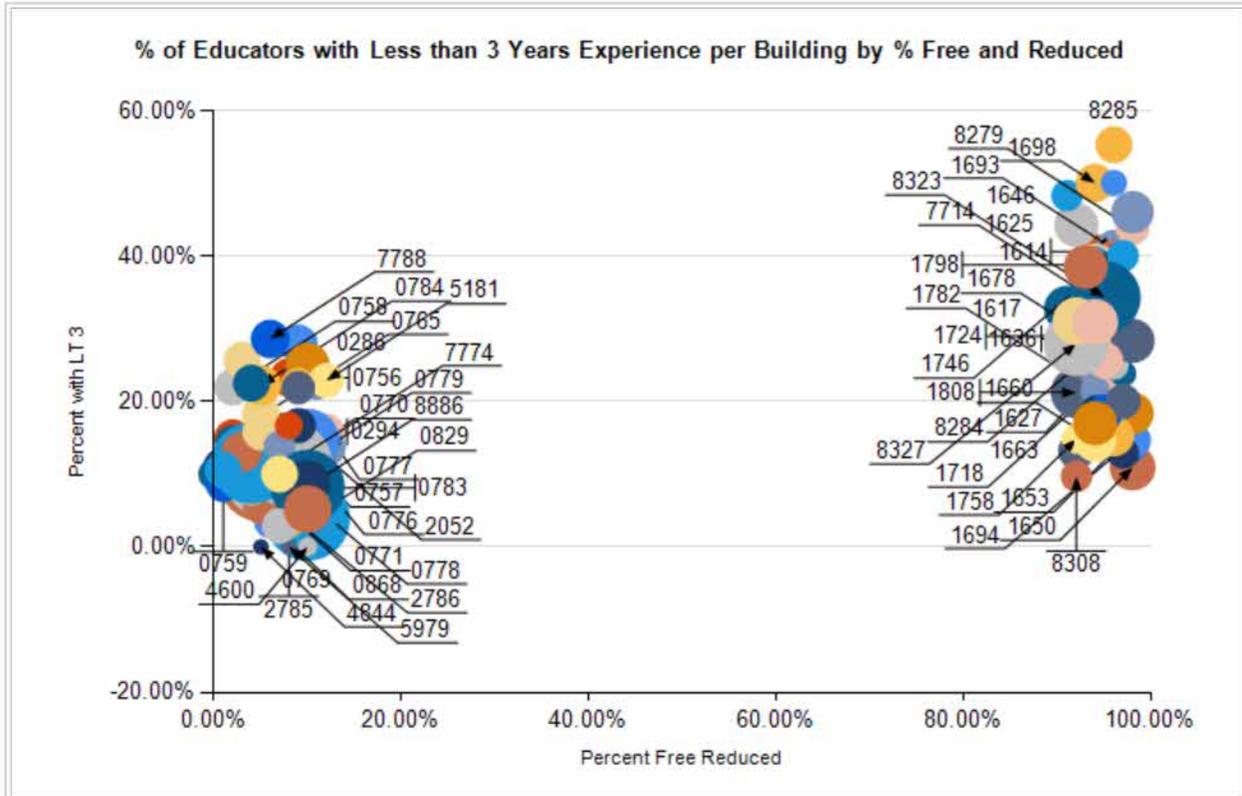
In the following scatter plots, KSDE has chosen to use the 5% of buildings and districts at both extremes of the scatter plot to accentuate and calculate gaps in data around access to excellent educators in Kansas. Kansas also looked at the gaps between the upper and lower 10% and 25% of buildings and districts. When the larger numbers of buildings and/or districts were included, the gaps between teachers with less than 3 years of experience and percent poverty or percent minority was diminished.

Kansas recognizes the research that supports the change in effectiveness between a first and second year teacher, however, when KSDE analyzed data between the distribution of first and second year

teachers in high poverty and high minority districts, no gap was found. See *Attachment 4*. Kansas chose to use the “less than 3 year” definition for an inexperienced teacher.

## Percent Poverty Effect on Access to Excellent Educators

Figure 1



**Figure 1:** Figure 1 compares the 5% of buildings with the highest percent of poverty and the 5% with the lowest percent of poverty to the percent of teachers in a building with less than 3 years of experience. In the scatterplot above, teachers with less than 3 years of experience are more often seen in buildings with higher poverty rates. The size of the circle in Figure 1 denotes the size of the building (number of students). Size of building does not appear to be a factor when comparing percent of teachers with less than 3 years of experience and percent of students receiving free or reduced price lunches.

<b>Gap Calculation:</b>		
Average percent of teachers with less than 3 years of experience in the 5% of buildings with the highest percent of free and reduced price lunches		28.5
Average percent of teachers with less than 3 years of experience in the 5% of buildings with the lowest percent of free and reduced price lunches		12.5
Inexperienced Teacher and Free and Reduced Gap, Building (difference between Row 1 and Row 2)		15.9

**Table 1**

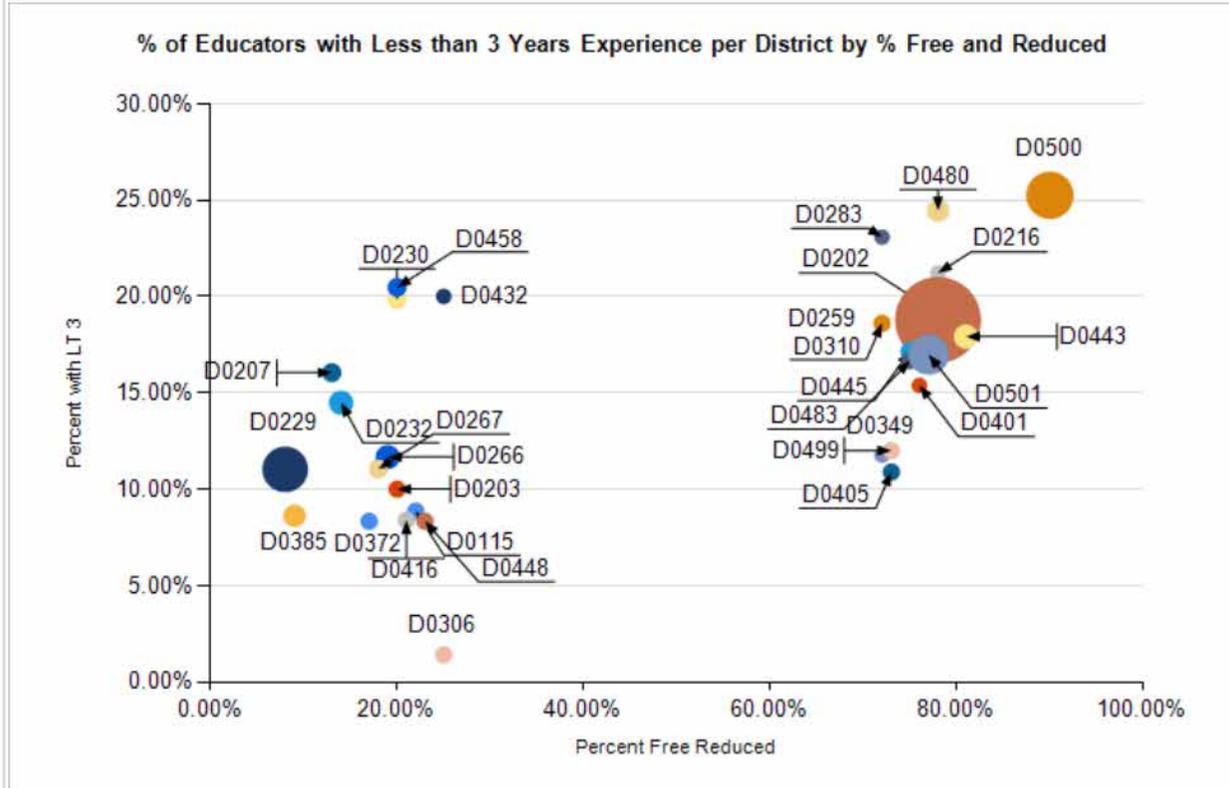
**Percent of Educators with Less Than 3 Years of Experience per Building by % Free and Reduced**

org no	bldg no	percent minority	percent lt3	total educators					
D0500	8285	98.0%	55.3%	38	D0224	0658	4.1%	30.8%	13
D0500	8318	95.5%	50.0%	20	D0312	3238	2.8%	30.0%	10
D0500	8317	96.6%	46.0%	50	D0334	3832	1.7%	30.0%	20
D0259	1625	92.9%	44.2%	52	D0443	6674	92.2%	30.0%	20
D0500	8279	94.5%	43.8%	32	D0500	8328	89.5%	29.7%	37
D0269	2110	0.0%	42.9%	7	D0480	7726	93.9%	29.6%	27
D0500	8319	90.3%	42.4%	33	D0395	5389	4.5%	29.4%	17
D0259	1693	94.6%	40.9%	44	D0500	8284	96.4%	29.2%	48
D0500	8311	87.8%	40.7%	27	D0259	1724	87.7%	28.9%	38
D0259	1614	85.9%	40.5%	37	D0272	2179	2.0%	28.6%	14
D0480	7724	90.1%	40.0%	25	D0500	8313	89.4%	28.3%	53
D0480	7725	88.9%	40.0%	45	D0500	8327	86.3%	28.0%	93
D0500	8305	96.5%	40.0%	30	D0252	1382	2.9%	27.8%	18
D0500	8352	83.1%	39.5%	38	D0223	0622	0.0%	27.3%	22
D0443	6687	92.3%	39.3%	28	D0500	8298	92.7%	27.3%	22
D0500	8329	88.5%	38.6%	70	D0500	8312	91.2%	27.3%	22
D0500	8293	97.1%	38.5%	26	D0480	7728	93.7%	27.0%	37
D0259	1746	89.9%	37.5%	40	D0457	7131	88.8%	26.7%	30
D0259	1746	89.9%	37.5%	40	D0259	1634	84.4%	26.5%	34
D0457	7143	92.3%	37.5%	40	D0457	7118	83.2%	26.3%	38
D0443	6682	93.9%	37.0%	27	D0500	8321	89.2%	26.2%	42
D0500	8309	90.8%	36.4%	33	D0454	7057	3.0%	26.1%	23
D0480	7714	95.0%	34.8%	23	D0500	8315	88.0%	25.6%	39
D0500	8323	93.8%	34.3%	105	D0500	8292	94.4%	25.0%	28
D0454	7058	1.3%	33.3%	24	D0457	7124	93.5%	24.2%	33
D0476	7651	0.0%	33.3%	12	D0259	1828	89.8%	24.2%	62
D0500	8331	88.5%	33.3%	42	D0500	8288	93.3%	23.8%	21
D0501	8499	89.9%	30.9%	55	D0243	1136	4.4%	23.5%	17
					D0384	5164	4.0%	23.5%	17
					D0272	2176	3.3%	22.7%	22
					D0331	3716	3.6%	22.5%	40

D0500	8340	86.7%	22.2%	36
D0480	7720	86.4%	21.7%	23
D0245	1176	1.4%	21.4%	14
D0492	8050	2.4%	21.4%	14
D0500	8282	87.1%	21.4%	28
D0429	6326	2.6%	21.1%	19
D0443	6678	88.8%	20.9%	43
D0429	6324	2.6%	20.8%	24
D0428	6276	87.5%	20.5%	44
D0362	4502	1.9%	20.0%	15
D0500	8330	88.8%	19.0%	21
D0500	8342	90.4%	19.0%	21
D0395	5396	4.3%	18.8%	16
D0500	8316	90.5%	18.4%	49
D0500	8281	91.5%	18.2%	22
D0500	8322	83.0%	17.9%	67
D0259	1818	87.4%	17.4%	46
D0449	6917	4.2%	17.4%	23
D0338	3938	3.4%	17.2%	29
D0443	6684	84.3%	16.9%	65
D0355	4320	1.6%	16.7%	24
D0111	0201	3.2%	15.8%	19
D0403	5600	3.0%	15.8%	19
D0500	8320	86.3%	15.2%	46
D0421	6104	3.6%	14.8%	27
D0443	6680	83.9%	14.8%	27
D0500	8287	86.2%	14.8%	27
D0377	4889	3.0%	14.7%	34
D0377	4889	3.0%	14.7%	34
D0259	1694	97.2%	14.6%	41
D0500	8358	90.6%	14.6%	48
D0259	1653	87.2%	14.5%	62
D0106	2926	3.6%	14.3%	7
D0111	0199	3.7%	14.3%	21
D0384	5160	2.5%	14.3%	14
D0492	8038	3.2%	14.3%	7

D0356	4340	3.8%	13.6%	22
D0313	3252	4.3%	13.3%	30
D0408	5746	3.5%	13.3%	15
D0500	8290	82.9%	13.3%	30
D0259	1663	90.1%	13.2%	38
D0259	1756	89.2%	12.9%	31
D0289	2622	3.7%	12.9%	31
D0237	1012	3.7%	12.5%	24
D0243	1138	4.2%	12.5%	16
D0500	8332	85.2%	12.2%	41
D0339	3948	3.7%	12.0%	25
D0426	6206	1.3%	11.8%	17
D0259	1650	95.5%	10.9%	55
D0449	6918	4.1%	10.3%	29
D0500	8308	90.0%	9.7%	31
D0275	2288	0.0%	9.1%	11
D0299	2860	3.6%	8.3%	12
D0392	5334	2.3%	8.3%	24
D0492	8046	3.8%	8.3%	12
D0273	2214	4.1%	8.1%	37
D0432	6399	3.7%	7.1%	14
D0267	2062	2.0%	6.9%	29
D0365	4610	1.0%	6.7%	15
D0339	3950	4.3%	6.3%	32
D0505	8370	2.7%	6.3%	16
D0326	3562	1.1%	5.9%	17
D0323	3492	3.7%	5.6%	18
D0380	5036	0.0%	5.0%	20
D0332	3750	2.2%	4.8%	21
D0111	0202	4.4%	0.0%	12
D0113	0399	2.7%	0.0%	15
D0287	2562	0.0%	0.0%	2
D0331	3710	4.4%	0.0%	19
D0365	4600	0.0%	0.0%	8
D0392	5332	2.4%	0.0%	19
D0426	6194	3.7%	0.0%	11

**Figure 2**



**Figure 2:** Figure 2 compares the 5% of districts with the highest percent of poverty and the 5% with the lowest percent of poverty to the percent of teachers in a district with less than 3 years of experience. The data shows a gap in distribution of experience. Teachers in districts with high poverty are more likely to employee teachers with less than 3 years of experience. The size of the circle in Table 2 denotes the size of the district (number of students). Medium and small districts are seen at both extremes. USD 259, the largest district in Kansas, has more teachers with less than 3 years of experience than any other district in Kansas. See Table 2.

<b>Gap Calculation:</b>	
Average percent of teachers with less than 3 years of experience in the 5% of districts with the highest percent of free and reduced price lunches	17.9
Average percent of teachers with less than 3 years of experience in the 5% of districts with the lowest percent of free and reduced price lunches	12.2
Inexperienced Teacher and Free and Reduced Gap, District (difference between Row 1 and Row 2)	5.8

**Table 2**

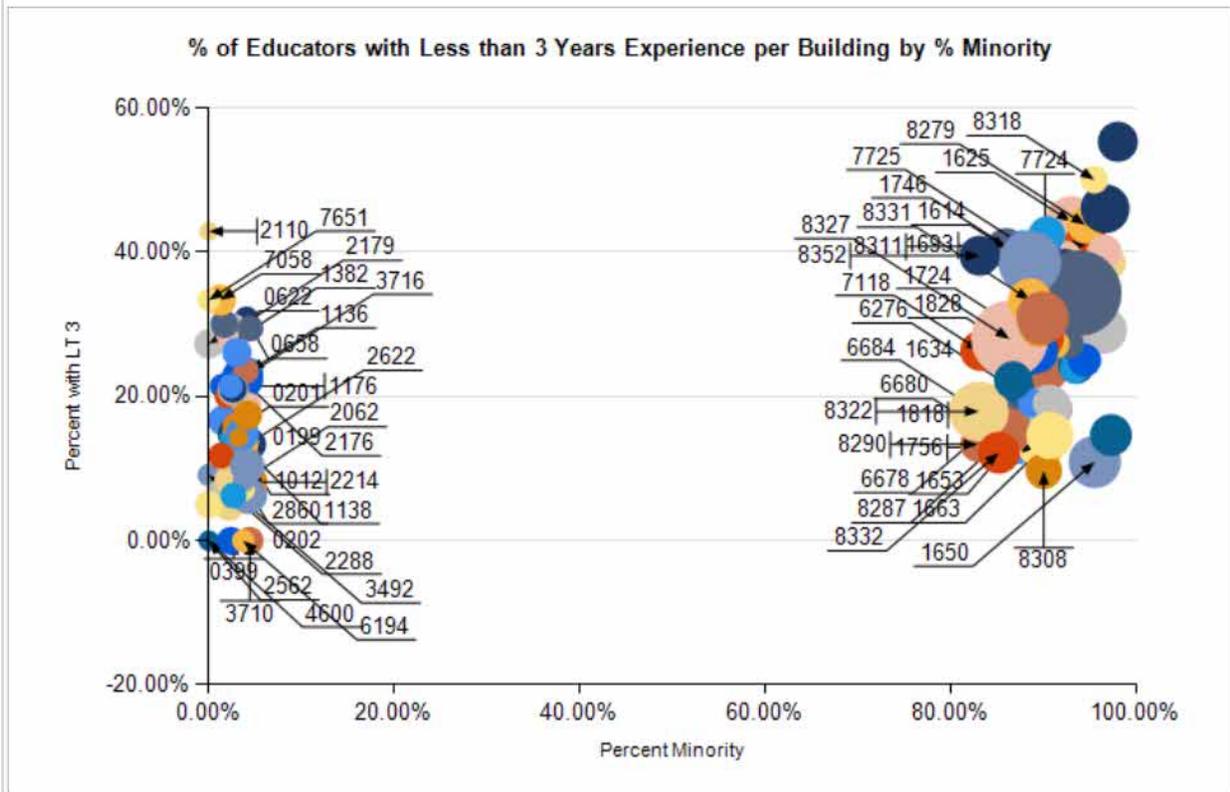
**Percent of Educators with Less than 3 Years of Experience per District by % Free and Reduced**

org no	percent FRL	percent lt3	total educators
D0500	90.00%	25.20%	1973
D0480	78.00%	24.40%	454
D0283	72.00%	23.10%	26
D0216	78.00%	21.20%	33
D0458	20.00%	20.50%	171
D0432	25.00%	20.00%	30
D0230	20.00%	19.80%	232
D0202	78.00%	19.10%	319
D0259	78.00%	18.80%	4478
D0310	72.00%	18.60%	43
D0443	81.00%	17.90%	547
D0445	75.00%	17.10%	175
D0501	77.00%	17.00%	1543
D0483	75.00%	16.70%	78

D0207	13.00%	16.00%	187
D0401	76.00%	15.40%	26
D0232	14.00%	14.50%	580
D0499	73.00%	12.00%	75
D0349	72.00%	11.80%	34
D0266	19.00%	11.70%	540
D0267	18.00%	11.00%	172
D0229	8.00%	11.00%	1877
D0405	73.00%	10.90%	101
D0203	20.00%	10.00%	150
D0115	22.00%	8.90%	79
D0385	9.00%	8.60%	441
D0416	21.00%	8.40%	131
D0372	17.00%	8.30%	72
D0448	23.00%	8.30%	48
D0306	25.00%	1.40%	71

## Percent Minority Effect on Access to Excellent Educators

Figure 3



**Figure 3:** Figure 3 compares the 25% of buildings with the highest percent of minority students to the percent of teachers in a building with less than 3 years of experience. The plot shows there is a gap in distribution of experienced teachers between buildings with high poverty and low poverty. Students in buildings with a higher percent of minority students are more likely to have a teacher with less than three years of experience. The size of the circles in Figure 3 denotes the size of the building (number of students). The scatterplot indicates that large buildings with higher percent minority students is more likely to have teachers with less than 3 years of experience.

<b>Gap Calculation:</b>	
Average percent of teachers with less than 3 years of experience in the 5% of buildings with the highest percent of minority students	27.7
Average percent of teachers with less than 3 years of experience in the 5% of buildings with the lowest percent of minority students	16.7
Inexperienced Teacher and Minority Gap, Building (difference between Row 1 and Row 2)	11

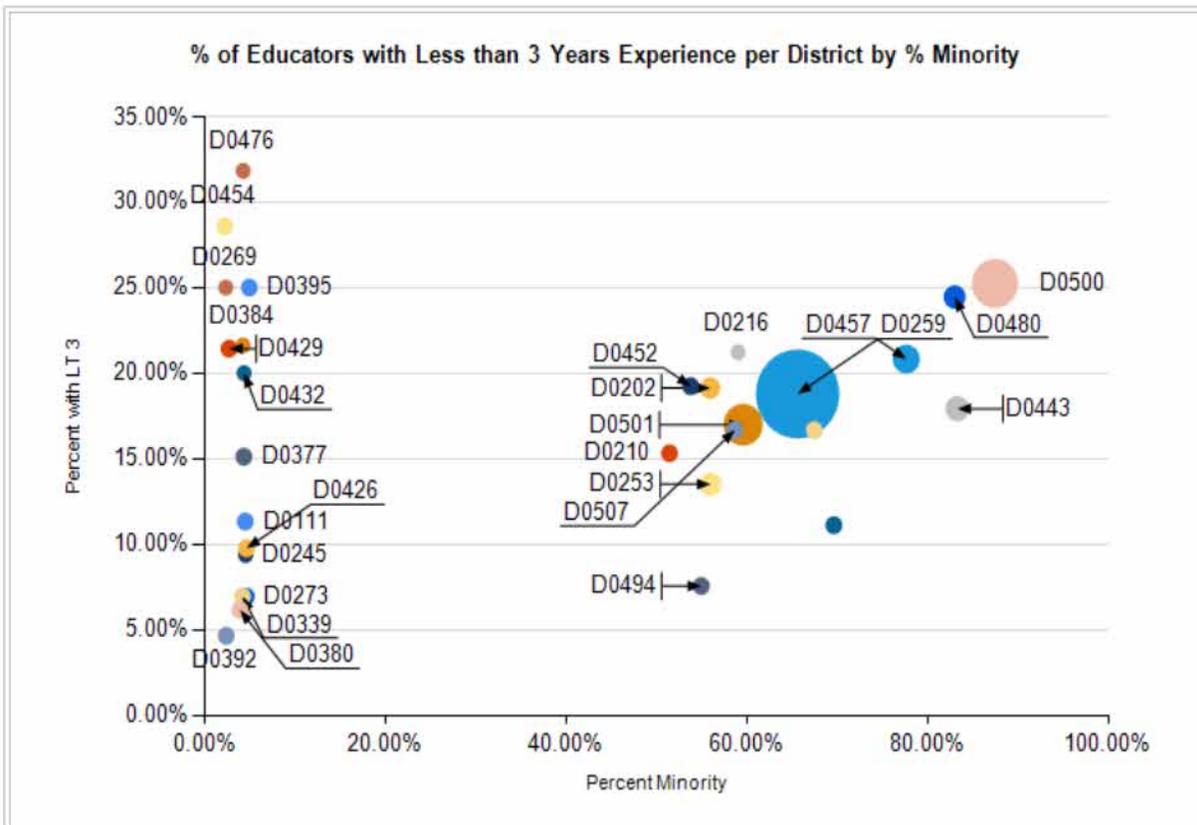
**Table 3**

**% of Educators with Less than 3 Years Experience per Building by % Minority**

org no										bldg no	percent minority
D0500	8285	98.00%	55.30%	38	D0259	1724	87.70%	28.90%	38		
D0500	8318	95.50%	50.00%	20	D0272	2179	2.00%	28.60%	14		
D0500	8317	96.60%	46.00%	50	D0500	8313	89.40%	28.30%	53		
D0259	1625	92.90%	44.20%	52	D0500	8327	86.30%	28.00%	93		
D0500	8279	94.50%	43.80%	32	D0252	1382	2.90%	27.80%	18		
D0269	2110	0.00%	42.90%	7	D0223	622	0.00%	27.30%	22		
D0500	8319	90.30%	42.40%	33	D0500	8298	92.70%	27.30%	22		
D0259	1693	94.60%	40.90%	44	D0500	8312	91.20%	27.30%	22		
D0500	8311	87.80%	40.70%	27	D0480	7728	93.70%	27.00%	37		
D0259	1614	85.90%	40.50%	37	D0457	7131	88.80%	26.70%	30		
D0480	7724	90.10%	40.00%	25	D0259	1634	84.40%	26.50%	34		
D0480	7725	88.90%	40.00%	45	D0457	7118	83.20%	26.30%	38		
D0500	8305	96.50%	40.00%	30	D0500	8321	89.20%	26.20%	42		
D0500	8352	83.10%	39.50%	38	D0454	7057	3.00%	26.10%	23		
D0443	6687	92.30%	39.30%	28	D0500	8315	88.00%	25.60%	39		
D0500	8329	88.50%	38.60%	70	D0500	8292	94.40%	25.00%	28		
D0500	8293	97.10%	38.50%	26	D0457	7124	93.50%	24.20%	33		
D0259	1746	89.90%	37.50%	40	D0259	1828	89.80%	24.20%	62		
D0259	1746	89.90%	37.50%	40	D0500	8288	93.30%	23.80%	21		
D0457	7143	92.30%	37.50%	40	D0243	1136	4.40%	23.50%	17		
D0443	6682	93.90%	37.00%	27	D0384	5164	4.00%	23.50%	17		
D0500	8309	90.80%	36.40%	33	D0272	2176	3.30%	22.70%	22		
D0480	7714	95.00%	34.80%	23	D0331	3716	3.60%	22.50%	40		
D0500	8323	93.80%	34.30%	105	D0500	8340	86.70%	22.20%	36		
D0454	7058	1.30%	33.30%	24	D0480	7720	86.40%	21.70%	23		
D0476	7651	0.00%	33.30%	12	D0245	1176	1.40%	21.40%	14		
D0500	8331	88.50%	33.30%	42	D0492	8050	2.40%	21.40%	14		
D0501	8499	89.90%	30.90%	55	D0500	8282	87.10%	21.40%	28		
D0224	658	4.10%	30.80%	13	D0429	6326	2.60%	21.10%	19		
D0312	3238	2.80%	30.00%	10	D0443	6678	88.80%	20.90%	43		
D0334	3832	1.70%	30.00%	20	D0429	6324	2.60%	20.80%	24		
D0443	6674	92.20%	30.00%	20	D0428	6276	87.50%	20.50%	44		
D0500	8328	89.50%	29.70%	37	D0362	4502	1.90%	20.00%	15		
D0480	7726	93.90%	29.60%	27	D0500	8330	88.80%	19.00%	21		
D0395	5389	4.50%	29.40%	17	D0500	8342	90.40%	19.00%	21		
D0500	8284	96.40%	29.20%	48	D0395	5396	4.30%	18.80%	16		
					D0500	8316	90.50%	18.40%	49		
					D0500	8281	91.50%	18.20%	22		

D0500	8322	83.00%	17.90%	67
D0259	1818	87.40%	17.40%	46
D0449	6917	4.20%	17.40%	23
D0338	3938	3.40%	17.20%	29
D0443	6684	84.30%	16.90%	65
D0355	4320	1.60%	16.70%	24
D0111	201	3.20%	15.80%	19
D0403	5600	3.00%	15.80%	19
D0500	8320	86.30%	15.20%	46
D0421	6104	3.60%	14.80%	27
D0443	6680	83.90%	14.80%	27
D0500	8287	86.20%	14.80%	27
D0377	4889	3.00%	14.70%	34
D0377	4889	3.00%	14.70%	34
D0259	1694	97.20%	14.60%	41
D0500	8358	90.60%	14.60%	48
D0259	1653	87.20%	14.50%	62
D0106	2926	3.60%	14.30%	7
D0111	199	3.70%	14.30%	21
D0384	5160	2.50%	14.30%	14
D0492	8038	3.20%	14.30%	7
D0356	4340	3.80%	13.60%	22
D0313	3252	4.30%	13.30%	30
D0408	5746	3.50%	13.30%	15
D0500	8290	82.90%	13.30%	30
D0259	1663	90.10%	13.20%	38
D0259	1756	89.20%	12.90%	31
D0289	2622	3.70%	12.90%	31
D0237	1012	3.70%	12.50%	24

D0243	1138	4.20%	12.50%	16
D0500	8332	85.20%	12.20%	41
D0339	3948	3.70%	12.00%	25
D0426	6206	1.30%	11.80%	17
D0259	1650	95.50%	10.90%	55
D0449	6918	4.10%	10.30%	29
D0500	8308	90.00%	9.70%	31
D0275	2288	0.00%	9.10%	11
D0299	2860	3.60%	8.30%	12
D0392	5334	2.30%	8.30%	24
D0492	8046	3.80%	8.30%	12
D0273	2214	4.10%	8.10%	37
D0432	6399	3.70%	7.10%	14
D0267	2062	2.00%	6.90%	29
D0365	4610	1.00%	6.70%	15
D0339	3950	4.30%	6.30%	32
D0505	8370	2.70%	6.30%	16
D0326	3562	1.10%	5.90%	17
D0323	3492	3.70%	5.60%	18
D0380	5036	0.00%	5.00%	20
D0332	3750	2.20%	4.80%	21
D0111	202	4.40%	0.00%	12
D0113	399	2.70%	0.00%	15
D0287	2562	0.00%	0.00%	2
D0331	3710	4.40%	0.00%	19
D0365	4600	0.00%	0.00%	8
D0392	5332	2.40%	0.00%	19
D0426	6194	3.70%	0.00%	11



**Figure 4:** Figure 4 compares the 5% of districts with the highest percent of minority students and the 5% of districts with the lowest percent of minority students to the percent of teachers that have less than 3 years of experience. By looking at the districts with the largest minority populations, we can see a rise in the number of teachers with less than 3 years of experience. However, having a small percent of minority students does not appear to have an effect on the number of teachers with less than 3 years of experience. When a gap is calculated, there is an overall small gap between percent of minority students in a district and the number of teachers with less than 3 years of experience. The size of the circles in Figure 4 denotes the size of the district (number of students). Percent poverty and district size appear to have a relationship. See Table 4 below.

<b>Gap Calculation:</b>	
Average percent of teachers with less than 3 years of experience in the 5% of districts with the highest percent of minority students	17.7
Average percent of teachers with less than 3 years of experience in the 5% of districts with the lowest percent of minority students	15.6
Inexperienced Teachers and Minority Gap, District (difference between Row 1 and Row 2)	2.1

**Table 4**

**% of Educators with Less than 3 Years Experience per District by % Minority**

**Figure 4**

org no	percent minority	percent lt3	total educators
D0476	4.20%	31.80%	22
D0454	2.20%	28.60%	42
D0500	87.40%	25.20%	1980
D0269	2.30%	25.00%	25
D0395	4.90%	25.00%	41
D0480	82.90%	24.40%	456
D0384	4.20%	21.60%	37
D0429	2.60%	21.40%	42
D0216	59.00%	21.20%	35
D0457	77.60%	20.80%	735
D0432	4.30%	20.00%	30
D0452	53.70%	19.20%	52
D0202	55.90%	19.10%	319
D0259	65.60%	18.80%	4478

D0443	83.20%	17.90%	547
D0501	59.50%	17.00%	1543
D0483	67.40%	16.70%	78
D0507	58.60%	16.70%	44
D0210	51.40%	15.30%	111
D0377	4.30%	15.10%	86
D0253	55.90%	13.50%	475
D0111	4.40%	11.30%	53
D0214	69.60%	11.10%	144
D0426	4.60%	9.80%	41
D0245	4.50%	9.40%	32
D0494	54.90%	7.50%	57
D0339	4.10%	6.90%	72
D0273	4.50%	6.90%	101
D0380	3.80%	6.20%	65
D0392	2.30%	4.70%	43

## UNQUALIFIED

Data for unqualified teachers can be seen below in “Count of Non-Licensed Teachers.” The very small number of Kansas educators teaching without a license or with an expired license prohibits KSDE from making comparisons in regard to equitable distributions.

Table 5

Count of Non-Licensed Teachers						
Year	Organization Number	Organization Name	Building Number	Building Name	Never Licensed Count	Expired License Count
2014.	D0200	Greeley County Schools	132	Greeley County Elem School	0	1
	D0200	Greeley County Schools	134	Greeley County Jr./Sr. High	0	1
	D0257.	Iola	1564	Iola Sr High	0	1
	D0284	Chase County	2489	Chase County Junior Senior High School	0	1
	D0284	Chase County	2491	Chase County Elementary School	0	1
	D0307	Ell-Saline	3080	Ell-Saline Middle/High School	0	1
	D0347	Kinsley-Offerle	4120	Kinsley-Offerle Elementary School K-5	0	1
	D0347.	Kinsley-Offerle.	4120	Kinsley-Offerle Elementary School K-6	0	1

D0372	Silver Lake	4776	Silver Lake Elem	0	1
D0383	Manhattan-Ogden	5126	Marlatt Elem	0	1
D0385	Andover	5182	Meadowlark Elementary	0	1
D0393	Solomon	5354	Solomon Elem	0	1
D0393	Solomon	5356	Solomon High	0	1
D0412	Hoxie Community Schools	5852	Hoxie Elem	0	1
D0412	Hoxie Community Schools	5854	Hoxie High	0	1
D0445	Coffeyville	6770	Roosevelt Middle	0	1
D0446	Independence	6830	Independence Sr High	0	1
D0454	Burlingame Public School	7058	Burlingame Junior/Senior High	0	1
D0464	Tonganoxie	7300	Tonganoxie Elem	0	1
D0465	Winfield	7333	Winfield Middle School	0	1
D0475	Geary County Schools	7604	Jefferson Elem	0	1
D0495	Ft Larned	8142	Larned Sr High	0	1
D0500	Kansas City	8288	Emerson Elem	0	1
D0501	Topeka Public Schools	8467	Hope Street Charter Academy	0	1

D0501	Topeka Public Schools	8482	McClure Elem	0	1
D0501	Topeka Public Schools	8538	Topeka High	0	1
D0605	South Central KS Spec Ed Coop	9040	South Central KS Spec Ed Coop	0	8
D0608	Northeast KS Education Serv Cntr	9046	Keystone Learning Services	0	4
D0608	Northeast KS Education Serv Cntr	9046	Northeast KS Education Serv Cntr	0	4
D0609	Southeast KS Education Serv Center	9048	Southeast KS Education Serv Center	0	2
D0617	Marion County Special Education	9064	Marion County Special Education	0	1
S0604	School for Blind	8432	School for Blind High	0	1
Z0009	Independence Bible College	6856	Independence Bible Elem	0	1
Z0009	Independence Bible College	6858	Independence Bible High	0	1
Z0013	St John's Military School	3040	St John's Military High	0	3
Z0026	Lutheran Schools (Topeka)	7344	Trinity Lutheran Elem [Winfield]	0	1

Z0028	Dodge City Catholic Diocese	6712	Sacred Heart Catholic [Dodge City]	0	1
Z0029	Kansas City Catholic Diocese	8572	Hayden High	0	1
Z0029	Kansas City Catholic Diocese	9002	Cure Of Ars Elem	0	1
Z0030	Salina Catholic Diocese	2276	St Joseph Elem [Oakley]	0	1
Z0031	Wichita Catholic Diocese	1882	St Anne Catholic Elementary	0	1
Z0031	Wichita Catholic Diocese	1910	Bishop Carroll Catholic High	0	1

Although the numbers of unqualified teachers is very low across the state, Table 5 demonstrates the need for technical assistance in some areas. Because any number in the “license expired” column that is greater than one comes from service centers or special education cooperatives, we can see that the problem is with the availability of qualified special education teachers. Table 6 below supports this conclusion.

## OUT-OF-FIELD

Table 6

### Kansas Licensure Waivers Granted in 2013-2014

Area:	#of Waivers Granted	Percent of all Waivers
Adaptive Special Education	413	73.6%
Early Childhood Unified	41	7.3%
Special Education (other)	74	13.2%
General Education`	33	5.9%
<b>Total</b>	<b>561</b>	<b>100%</b>

There were 561 waivers approved for the 2013-14 school year. 413 or 73.6% of the waivers were in the area of adaptive special education. 41 or 7.3% were approved for early childhood unified assignments. Approximately 94.1% of all the waivers were for special education assignments, including ECU and gifted.

### Conclusions:

Data from the Kansas Educator Data Collection System (Kansas's system for collecting, analyzing, and reporting data on public school teachers, administrators and other staff) indicates that:

- Gap 1: Students in districts and buildings with high concentrations of poverty are taught at higher rates by **inexperienced** teachers than students in districts and buildings with low concentrations of poverty.
- Gap 2: Students in districts and buildings with high concentrations of minority students are taught at higher rates by **inexperienced** teachers than districts and buildings with low concentrations of minority students.
- Gap 3: More waivers for teaching license endorsements are granted in special education than any other grade level or subject waiver, 94.1%.

## Section 4: Strategies for Eliminating Equity Gaps

### Theory of Action

*If a comprehensive approach to ensuring all students have access to excellent educators is implemented and monitored over time,*

*Then Kansas school districts will be better able to recruit, retain, and develop excellent educators so that all students have equitable access to excellent teaching and learning to help students achieve their highest potential in school and beyond.*

*“You cannot change outcomes without changing the processes that lead to those outcomes.”*

Dr. Jack Grayson, Founder and Executive Chairman, American Productivity and Quality Center

The equitable distribution of excellent educators is a process. Creating equitable access to excellent educators is a process. Developing excellent educators is a process. In the quote noted above, the future depends on how quickly you learn, adapt, and improve.

The Division of Learning Services of the Kansas State Department of Education has been studying with the American Productivity and Quality Center to learn, to adapt, and to improve their processes in areas of strategic planning, human relations, communications, and collaborative work. The Equitable Access to Excellent Educator Plan will benefit from the Process and Performance Management work as that theory of action is applied to provide an excellent teacher to every student.

KSDE will be using two significant tools to focus their Theory of Action on the development and implementation of this plan.

Tool One, the SIPOC, centers upon the new Process, with a focus on the expected Outcome for the significant Customers. To get the desired Outcome for the significant Customers, careful thought must be spent determining the necessary Inputs into the Process that are to be provided by quality Suppliers. Thus, you get the acronym Suppliers, Inputs, Process, Outcome, Customers.... **SIPOC**. (See page 30.)

Tool Two, the RACI, determines who is **R**esponsible, who is **A**ccountable, who must be **C**onsulted, and who must be **I**nformed, as the various pieces of the process are developed and implemented. This tool will be significant as the Equitable Access to an Excellent Educator plan is implemented and monitored for results. (See page 31.)

# S.I.P.O.C.

## Suppliers, Inputs, Process, Outcomes, Customers

Suppliers	Inputs	Process	Outcome	Customers
KSDE	Voice of Customers		<b>Excellent Educator in Every Classroom</b>	Students
Kansas Board of Regents	Cooperation of Teacher Prep. Programs			Teachers
IHE's Teacher Prep Programs	KSDE Licensure			Higher Education
TASN	Professional Learning Opportunities			Kansas Businesses
US Dept. of Education	Data			Parents
Council of Chief State School Officers	Mentoring			
Central Comprehensive Center				
Equitable Access Support Network				



## R.A.C.I.

### Responsible, Accountable, Contacted, Informed

	Responsible	Accountable	Contacted	Informed
Involve Stakeholders	Equitable Access Planning Team including Sandy Guidry & DLS Directors	KSDE Commissioner & DLS Deputy Commissioner	Educational Partners, IHEs, & US DoE	State Board of Education
Data/Research	Equitable Access Planning Team including John Baranski (KSDE IT) & US DoE	Equitable Access Planning Team including Sandy Guidry	CCSSO, EASN, & Central Comprehensive Center	Advisory Councils, Other stakeholder groups, State Board of Education
Strategies	KSDE Teacher Licensure, IHEs, TASN, MTSS, KSDE IT (SEEK), & KLN	KSDE DLS Leadership	Districts, IHEs, Teachers, Teacher Candidates	State Board of Education, Chambers of Commerce
Implementation and Monitoring	KSDE DLS Leadership	KSDE Commissioner, DLS Deputy Commissioner & DLS Leadership	KSDE IT, Districts, Teachers, & IHEs	State Board of Education, Stakeholders & Teacher Candidates

#### Core Principles as Seen in Theory of Action

- The equitable access plan will provide benefits to all teachers and students. Consistent with regulatory language, Kansas’s plan calls for KSDE to focus on students who are from schools with larger populations of low income students and schools with larger populations of minority students and students with disabilities. However, KSDE recognizes that there may be other features in Kansas that would prevent students from gaining equitable access to excellent teachers, e.g. rural schools, advanced degrees, English language learners.
- The equitable access plan is driven by data. KSDE has relied on multiple sources of data throughout its plan, using the Kansas Multi-Tier System of Supports’ self-correcting feedback loop to analyze the data and identify gaps. Once gaps were discovered, additional data has been gathered for root cause analysis. Working with stakeholder groups, their perspectives have improved KSDE’s ability to analyze the data and gain a better understanding of the root causes

of lack of access to excellent teachers by all students, especially students from low income families and students of color.

- The equitable access plan will provide supports for experienced teachers, novice teachers and teacher candidates. As an initial proxy measure, KSDE will report the percentage of teachers in a school who have three years of experience or less as well as those teachers with an initial license (generally, one year) and a professional license. In the future, schools will have the ability to use teacher effectiveness ratings as an additional consideration. It is true that some novice teachers produce excellent results, and, inversely, some experienced teachers do not see expected growth in individual classrooms. Therefore, KSDE will continue to support both the experienced and novice teachers with the equitable access plan strategies.
- The equitable access plan offers is a flexible plan to stakeholder input. As with any good strategic plan, KSDE's plan must be flexible enough to evolve in response to new data and new needs. KSDE has developed a structure to solicit feedback from stakeholders throughout implementation of the plan to ensure that KSDE receives the input and information necessary to continuously improve the theory of action and improve equitable access.

### **Root Cause Analysis**

The root cause analysis consisted of two steps: (1) using available data to brainstorm a complete list of root causes behind the equity gaps and (2) categorizing these root causes by themes.

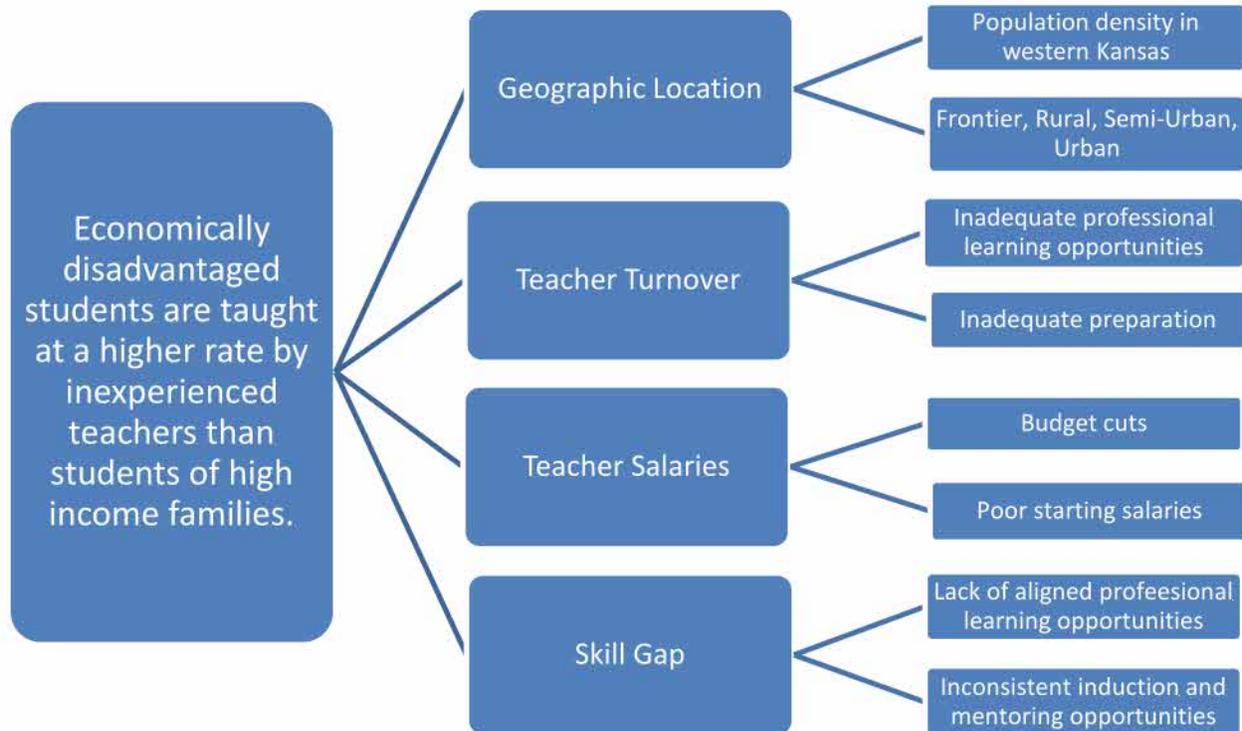
KSDE chose two gaps to focus on at this time. KSDE created diagrams to illustrate the root causes believed to hinder student access to excellent teaching in Kansas in regard to these two gaps. Continuous root cause analysis of gaps appearing in current data, as well as future data, will be examined using a root cause analysis, and appropriate strategies will be implemented in order to ensure an excellent educator in every classroom.

The following two diagrams represent the process used for root cause analysis. KSDE has analyzed data using:

- Kansas maps for geographical comparisons.
- Teacher attrition rates. See example, *Attachment 8*.
- Teacher average salaries. *Kansas Educator Equity Profile*
- Input from various stakeholder groups.

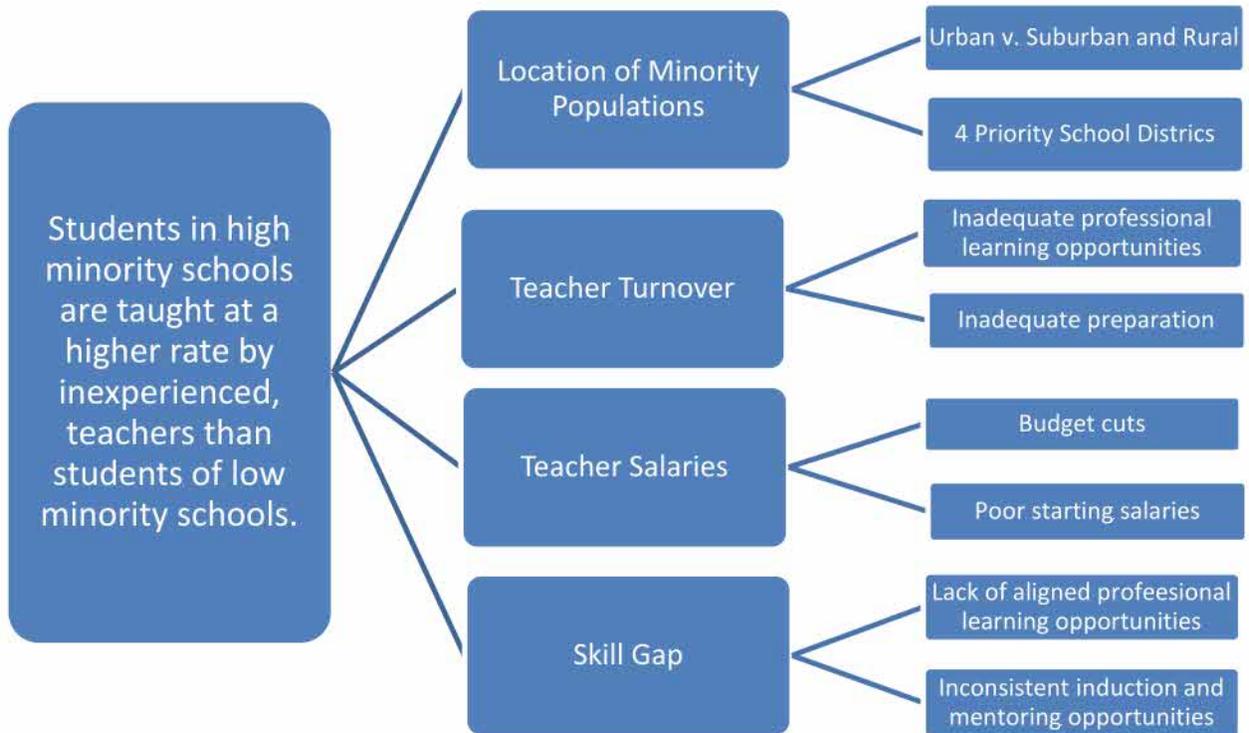
## Root Cause Analysis, Equitable Access Gap to Excellent Educators

Gap 1: Students in districts and buildings with high concentrations of poverty are taught at higher rates by **inexperienced** teachers than students in districts and buildings with low concentrations of poverty.



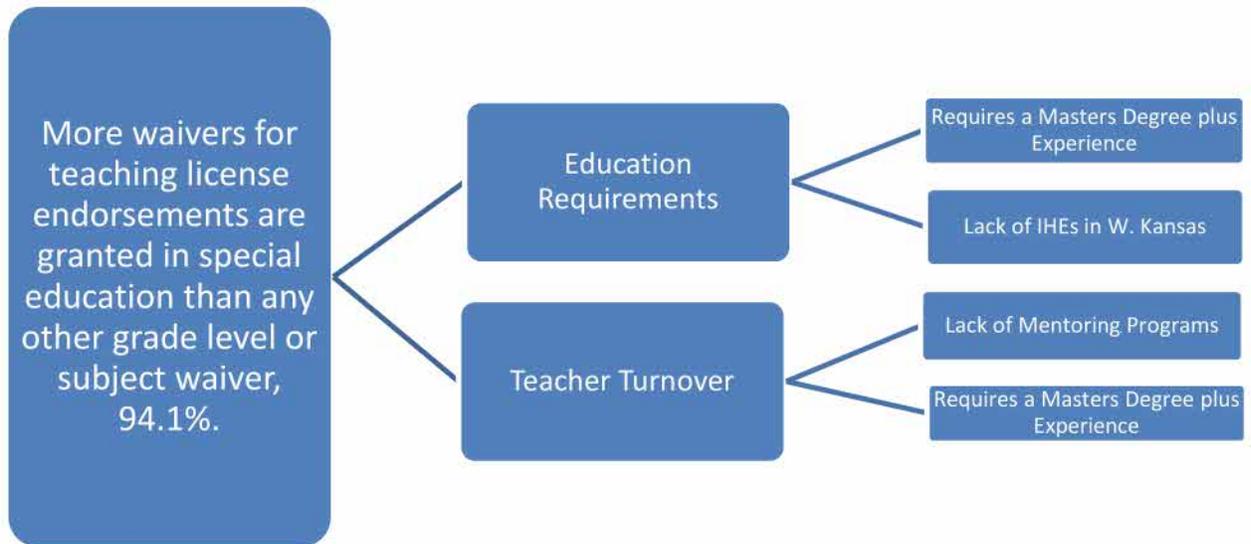
## Root Cause Analysis, Equitable Access Gap to Excellent Educators

Gap 2: Students in districts and buildings with high concentrations of minority students are taught at higher rates by **inexperienced** teachers than districts and buildings with low concentrations of minority students.



### Root Cause Analysis, Equitable Access Gap to Excellent Educators

Gap 3: More waivers for teaching license endorsements are granted in special education than any other grade level or subject waiver, 94.1%.



## Four Key Strategies

To achieve Kansas’s educator equity objectives, KSDE intends to initially pursue four key strategies that correspond to the root causes behind the gaps:

- Ongoing professional Learning
- Ongoing development, training and access to a system for education enterprise
- Teacher/Leader Preparation
- A system of teacher evaluation to include effectiveness ratings that will inform individual professional learning needs

These strategies were identified through root cause analysis with the input of key stakeholders. At this point in time, KSDE stands ready to implement the equitable access plan. As part of that plan, KSDE will be providing professional learning opportunities in data analysis and root cause analysis throughout the 2015-2106 school year to district staff, building staff, instructional coaches and education service centers. In the table below, KSDE will discuss each strategy and relevant interventions. A timeline for implementation of these strategies is also presented.

### Details of the Four Key Strategies

<b>Strategy 1: Ongoing Professional Learning</b>
Through root cause analysis around Gap 1 and Gap 2, KSDE found that some districts with higher percentages of low families and high minority populations are not accessing professional learning for their educators. Of the 66 priority schools in Kansas, 38 are not implementing with fidelity a tiered system of supports, including math, reading and social-emotional.
<b>Interventions</b>
<b><i>Technical Assistance Support Network (TASN)</i></b>  TASN was launched in 2009 to provide technical assistance to support Kansas school districts’ systematic implementation of evidence-based practices in order to improve outcomes for students with disabilities. <sup>1</sup> By establishing and maintaining communication and work alignment among all technical assistance providers in the network, TASN provides coordinated support that leads to improved outcomes for Kansas children and their families. In 2012, TASN was expanded to provide support for all student groups, not just students with disabilities.

<sup>1</sup> <http://ksdetasn.org>

TASN, on its website, provides a place where teachers, schools, and districts can request assistance. The Network will provide suggestions for resources, inside and outside of TASN, in response to the request.

TASN, along with the Kansas Learning Network and other partners, maintain a Directory of Resources for Kansas educators. This directory is a listing, with descriptions, of vetted resources throughout Kansas.



### ***Kansas Multi-Tiered System of Supports (Kansas MTSS)***

#### *Kansas Multi-Tier System of Supports*

MTSS is an integrated, systemic approach that provides for curriculum, instruction and assessment alignment across the classroom, school, district, and state levels to improve student outcomes.<sup>2</sup> MTSS is implemented in effective Kansas schools for continuous improvement to ensure that every student will be challenged and achieving to high standards both academically and behaviorally.

The Kansas MTSS model provides extensive professional learning to classroom teachers. Teachers in a Kansas MTSS school have the skills needed to:

- work cooperatively in teacher teams;
- analyze student data;
- conduct root cause analyses;
- adjust instruction, as needed; and
- engage families in the education of their children.

### ***Kansas Learning Network (KLN) and KansaStar***



The Kansas Learning Network (KLN) is the process used by KSDE during the past four years to support Title I schools on improvement.<sup>3</sup> The Kansas Learning Network provides assistance to the 99 Priority and Focus schools and the 42 On Watch for Priority or Focus schools.

<sup>2</sup> <http://www.kansasmtss.org/overview.htm>

<sup>3</sup> <http://www.ksde.org/Default.aspx?tabid=4465>

KLN has adopted the use of an online school improvement tool, KansaStar to assist these schools in moving improvement efforts forward. KansaStar is based on research-based indicators of effective practice. Indicators are available for selection around the seven turnaround principles. Schools are required to select an indicator in each of the seven areas, ensuring that work in improving teacher effectiveness is progressing.

### **Impact Institute**



Educators across Kansas have been and will continue to receive training around the Kansas College and Career Ready Standards. In the summer 2015, KSDE will be conducting two “Impact Institutes” where teams of teachers will come together to work on integration and collaboration, as well as effectiveness of implementation, of the Kansas standards, delving below the tip of the I.C.E.berg. The institutes will focus on Academic, Cognitive, Technical and Employability (ACTE) strategies for impacting instruction for all PreK-12 learners, across all content areas. Participants will have the opportunity to reflect on their current teaching practices, choose sessions that will move their professional learning forward, engage in focused conversations around effective practice, and collaborate with a cohort of peer educators. Experts from Teacher Licensure and Accreditation will also share important information around Student Growth Measures. Lastly, participants will create a personal Impact Plan with actions that the educator plans to use in their future teaching practices to impact all learners.

## **Strategy 2: Ongoing Development, Training and Access to a System for Education Enterprise**

KSDE has been collecting data for years. Approximately three years ago KSDE began the development of SEEK, a system for education enterprise in Kansas. This online tool, accessed through an authenticated application, is a place where districts can access data previously supplied to KSDE by the districts in multiple formats and applications. SEEK pulls this variety of information into one place where that data can be manipulated to run reports and graphs that provide information to assist districts in making informed decisions.

### **Interventions**

### ***Ongoing Development of SEEK***



Shortly after the initial concept of SEEK was realized, an addition of an “Educator” tab was envisioned. In 2011, when the Kansas equity plans was being updated, several pieces of Educator data were pulled into the SEEK environment. KSDE looked at several data elements to add to the system: average years of experience, percent of educators with less than three years of experience, percent of educators with advanced degrees, poverty levels, and non-licensed teachers. This has been updated and has been available to districts for several years.

Through the work of the equitable access team and its stakeholders, further data element have been identified and will become a part of SEEK:

- minority data
- out-of-field teachers
- population density
- teacher attrition

In the near future, KSDE will be adding teacher levels of effectiveness to the tool. Like other data, this is done in aggregate and will not identify any specific teachers in any buildings. KSDE will consult with stakeholders as other data elements are added to SEEK.

### ***Ongoing Training around SEEK***



Although SEEK’s educator tab has been available for several years, few district or building personnel are utilizing the data, many are not aware that the data exists in such a format or of the SEEK tool, in general. Using webinars, KSDE will be providing training around the access and use of SEEK. Training will encompass its use beyond the Educator tab so that buildings and districts can see the full array of data than can be accessed, manipulated and analyzed through the use of this tool.

The following is the dashboard of the System for Education Enterprise in Kansas, Educator tab.



- Home
- Performance
- Attendance
- Educators
- College Readiness
- Data Quality

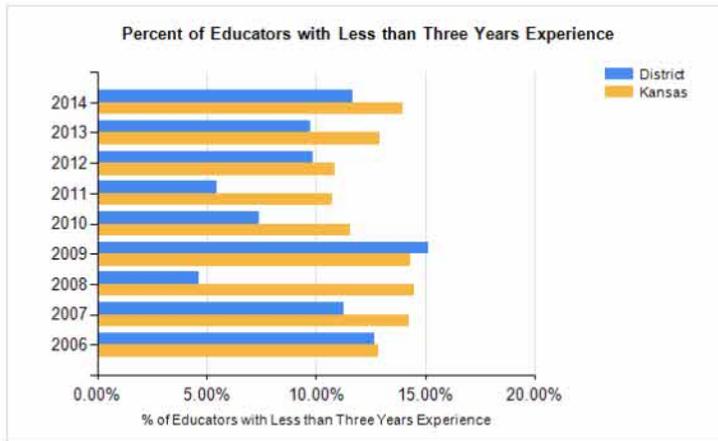
Home > Educator Data

### Educator

Educator Metrics

#### Select an Educator Metric:

- Average Years Experience
- Equitable Distribution
- Percent Educators w/ Less Than 3 Years Experience
- Percent Educators w/ Advanced Degrees
- Count of Non-Licensed Teachers



Parameter Selection

Organization: Label

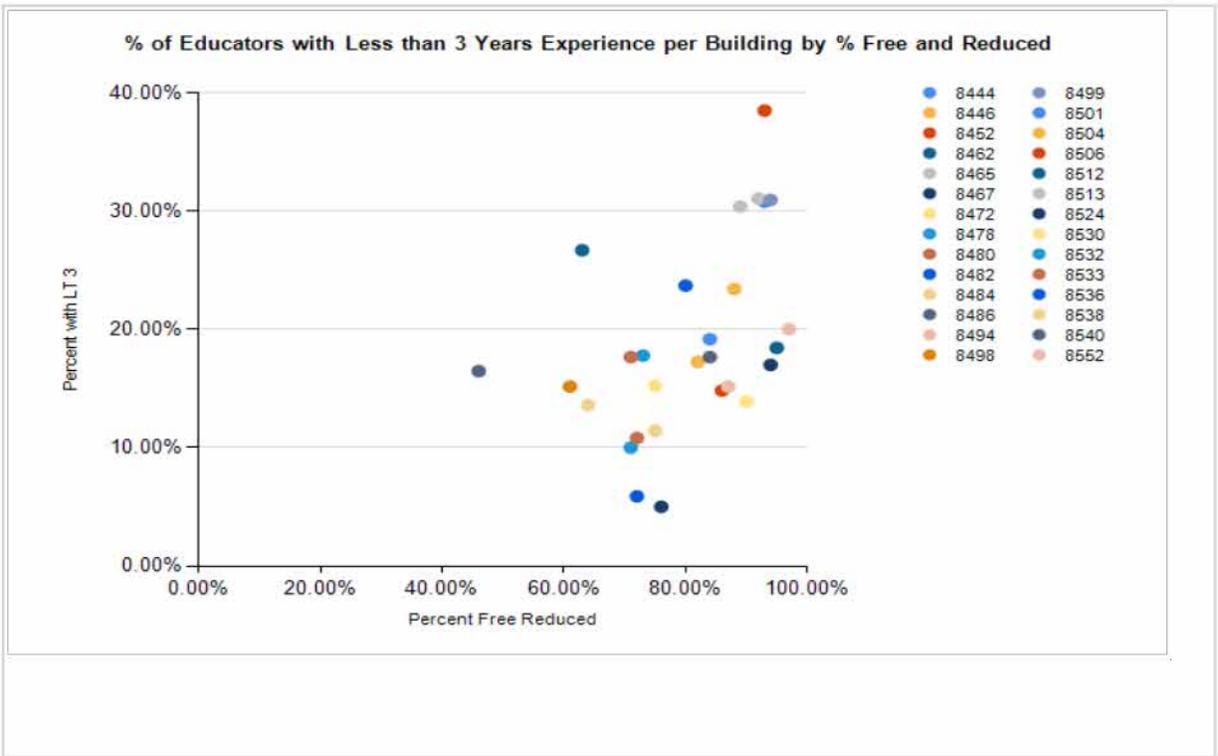
Building: District Aggregate

School Year: All Years

Export Refresh

Organization	Program Year	% Less Than 3
--------------	--------------	---------------

Below is an example of the types and representations of data that an individual district may access.



**Strategy 3: Teacher Preparation**

KSDE has a long standing relationship with its institutes of higher education. It works with both the Kansas Board of Regents which is comprised of 24 state universities and colleges. KSDE works with all of the Kansas teacher preparation programs throughout the state.

**Interventions**

***Required Teacher Mentoring***

Effective in May 2008, by policy, and October 2014, by regulation [K.A.R. 91-1-203(b)(1)(A), (b)(2)(A), (b)(3)(A) and (b)(5)], the performance assessment required in Kansas to move from an initial to a professional license has been defined as successful completion of at least a year of mentoring in an approved program based on model mentoring program guidelines. As a result, districts are required to have a formal mentor and induction program and plan approved by KSDE and implemented locally

for the start of the 2015-2016 school year. In April 2015, KSDE released its District Mentor and Induction Program and Guidance. <http://ksde.org/Default.aspx?tabid=977> This guidance was developed by a team of education professionals in the field alongside a KSDE team. KSDE will be offering training and support to the field while implementing quality mentoring and induction programs for novice teachers across the state.

### ***Teacher Preparation for Teachers of Students with Disabilities***

Data has shown that Kansas has a shortage of special education teachers across the state, regardless of poverty or minority population concentrations. So, while there doesn't appear to be a "gap," KSDE recognizes the need to address this issue in order to meet the goal of an excellent teacher in every classroom.

There were 561 waivers approved for the 2013-14 school year.

- 413 or 73.6% of the waivers were in the area of adaptive special education.
- 41 or 7.3% were approved for early childhood unified assignments.
- Approximately 94.1% of all the waivers were for special education assignments, including Early Childhood and gifted.

For years, there has been a push from the field to allow special education to be an initial teacher preparation program. KSDE recognizes that special education has always been a shortage area, so adding potential special education teachers has been a goal. Until recently, special education was an added endorsement to a general education license. Adding the endorsement required years in the general education classroom and completion of additional course work. KSDE has offered a "waiver" option for special education teachers. Waivers indicate the teacher has a license and is willing to pursue a special education endorsement. The candidate must obtain a plan of study from a participating Kansas college and enroll in at least one course on the plan. The district or special education cooperative can then request a "waiver" for the school year. A waiver indicates that the state board is giving permission to the district or cooperative to hire the teacher in a subject or level for which the teacher does not hold an endorsement. Waivers can be for up to 3 years, based on making progress on the plan. The teacher can move to a professional license when all course work is completed.

KSDE continues to offer the added endorsement option for special education as Kansas has in the past and waivers, as necessary. However, KSDE was aware of the growing angst around the limited supply of special education teachers. Recently, KSDE has worked with teacher preparation programs around the state and now a teacher candidate may choose special education as an initial preparation program. A first year teacher may now have a special education endorsement on the Initial teaching license.

The initial program is a more attractive option because teachers coming out of the program will be fully prepared versus a teacher on a waiver who is working with special education students but may have zero preparation prior to and during their first semester.

KSDE will continue to work with Kansas districts and teacher preparation programs to prepare teachers, whether in an initial program or a waiver program, in order to ensure special education students are taught by highly qualified and highly effective special education teachers.

#### **Strategy 4: A System of Teacher Evaluation to include Effectiveness Ratings that will Inform Individual Professional Learning Needs**

The Kansas State Department of Education (KSDE) requires a high-quality educator evaluation system, comprised of student growth measures, an Instructional Practice Protocol, and a final summative rating, for informing educators about performance and keys to continual improvement of instruction leading to increased student learning and achievement.

#### **Interventions**

##### ***Kansas Teacher Evaluation System***



In 2013-2014, KSDE laid the groundwork for all Kansas districts to include student growth measures as a significant factor within the educator evaluation process in 2014-2015. Starting in 2014-2015, all Kansas district evaluations are required to include student growth measures, an Instructional Practice Protocol, and a final summative rating calculated by using the KSDE statewide *Matrix Used to Determine Evaluation Summative Rating*. See Attachment 9. This 3 part process is now known as an “educator evaluation system” for Kansas.

The Kansas evaluation system contains six evaluation criteria:

1. Used for continual improvement – statement of philosophy
2. Meaningfully differentiates performance
3. Based on multiple valid measures
4. Evaluates educators on a regular basis
5. Provides useful feedback
6. Used to inform personnel decisions

Districts in Kansas may choose an evaluation, vetted by KSDE, containing the 3 part process, or districts may choose the Kansas Educator Evaluation Protocol, KEEP.

All educator evaluation systems will:

- serve as a guide to reflect upon and improve effectiveness as an educator;
- guide professional learning and provide opportunities for personal and professional growth as an educator;

- serve as a tool in developing coaching and mentoring programs;
- acknowledge strengths and improve performance;
- align with the achievement of academic, social, emotional and developmental targets for all learners in the school and district;
- be ongoing and consistent with district improvement goals;
- reflect a systems approach that supports professional integrity;
- inform personnel decisions;
- meet Kansas statutes regarding educator evaluations.

An educator evaluation system will provide educator data that supports equitable distribution of quality educators within a district.

Strategy	Gap Addressed	Root Cause(s) Addressed	How Strategy Affects Gap	Gap Measure of Success
<b>Ongoing Professional Learning</b>	Gap 1 - Lt3 w/ F&R Gap 2 – Lt3 w/ Minority	Teacher Turnover Skill Gap	Teachers receiving ongoing professional learning can develop knowledge and skills to close the skills gap. Ongoing professional learning is necessary to create learning communities where teachers' contributions to learning are valued and thus more likely to stay.	Kansas has established a baseline year for Gap 1 and Gap 2. Kansas will expect the Gap to close by decreasing the minuend in each Gap calculation by May 2016.
<b>Ongoing Development, Training, and Access to a System for Educator Enterprise</b>	Gap 1 - Lt3 w/ F&R Gap 2 – Lt3 w/ Minority	Teacher Turnover Skill Gap Geographic Location Location of Minority Population Location by Percent Poverty	With Kansas SEEK educators will be able to identify within districts, rates of teacher turnover and teacher experience. They will be able to identify differences between their buildings as they conduct a root cause analysis, including geographic location of building, minority populations among buildings, percent poverty among buildings, etc. This information will be critical in the districts' root cause analyses.	Kansas has established a baseline year for Gap 1 and Gap 2. Kansas will expect the Gap to close by decreasing the minuend in each Gap calculation by May 2016.
<b>Teacher Preparation</b>	Gap 3 – Spec. Ed. Waivers	Master's Requirement Lack of IHEs in W. Kansas Lack of Mentoring	The number of waivers issued in Kansas for special education teachers will decrease with new requirements for special education direct entry to teaching. A new mentoring program will help retain teachers new to special education.	Kansas will use the percentage of Special Education waivers in 2013-2014 and the number of waivers for special education as its baseline measurements. Kansas will expect to decrease the %age and the number of waivers by May 2017.
<b>System of Teacher Evaluation to Include Effectiveness Ratings that will Inform Professional Learning Needs</b>	Gap 1 - Lt3 w/ F&R Gap 2 – Lt3 w/ Minority	Teacher Turnover Skill Gap	Professional learning needs will be identified for every teacher with the new Kansas Educator Evaluation Protocol. Teachers receiving ongoing professional learning can develop knowledge and skills to close the skills gap. Ongoing professional learning is necessary to create learning communities where teachers' contributions to learning are valued and thus more likely to stay.	Kansas has established a baseline year for Gap 1 and Gap 2. Kansas will expect the Gap to close by decreasing the minuend in each Gap calculation by May 2016.

## Section 5: Ongoing Monitoring and Support

*“Productivity and quality improvement is a race without a finish line. Your organization’s future will be determined by how well and how quickly you learn, adapt, and improve.”...*

Dr. Jack Grayson, founder and executive chairman of the American Productivity and Quality Center

Kansas is committed to ensuring the long-term success of this initiative. KSDE will do so by using Title I, Part A and Title II, Part A funds to provide technical assistance and oversight to the schools and districts that currently lack equitable access to excellent teaching. At this time, to support districts in recognizing and closing equity gaps, KSDE will:

- provide data, information and resources to all districts;
- allow districts the opportunity to analyze their own district data;
- allow districts to make local decisions about gaps; and
- allow districts to select best practices that will be incorporated into their school improvement activities to close gaps.

Concurrently, KSDE will continue:

- using the Kansas Multi-Tier System of Supports’ self-correcting feedback loop to monitor success and to revise the Equitable Access Plan;
- monitoring gap data in regard to experienced teachers in all districts in Kansas; and
- involving stakeholders, including the ESEA Advisory Council, as the plan moves forward.

### ***Equity in the Kansas Accreditation Model***

As an additional form of monitoring, equitable access to excellent educators will become a part of the new Kansas district accreditation system, currently under development. The system will focus on 21<sup>st</sup> century learning environments of relationships, relevance, results, rigor and responsive culture, “5 Rs”, to prepare students to be college and career ready.

The Kansas accreditation system values the idea of equity. It is considered one of the foundational elements in accreditation that spans across all “5 Rs”:

#### **FOUNDATIONAL REQUIREMENTS**

Education systems must have structures in place to address the following:

- Participation in school improvement/systems accreditation
- ***Diversity and equity in education***
- Family and community engagement
- College and Career Ready/Rose Capacities
- Social-emotional development of all students

Each district will conduct a needs assessment. Deficiencies identified in the area of equity will lead to strategies that address the findings of the assessment. Goals will be established based upon the results. It is the expectation that high quality teachers are equitably distributed. Outside validation teams will review progress and recommend an accreditation status once every 5 years. Districts will receive one of 3 ratings: Accredited; Accredited-Conditional; or Not Accredited.

The accreditation process is transparent. Through the use of technology, all stakeholders, including KSDE, will have access to evidence and artifacts of district improvement, making monitoring and support timely and efficient.

**Public Reporting**

Annually, beginning October 2015, KSDE will post on its ESEA webpage a copy of the current Plan to Ensure Equitable Access to Excellent Educators, including ongoing additions and amendments. A brief summary of the gaps will also be posted and progress towards those gaps will be reported annually on this site.

**Implementation Timeline**

The following is a timeline of implementation of the Kansas Equitable Access Plan:

Major Activities	Parties Involved	Organizer	Start	Frequency
<b>Strategy 1</b>				
Submission of SEA Equitable Access Plan	KSDE	Asst. Director, ECSETS, Sandy Guidry	June 2015	One Time
Post Equitable Access Plan on ESEA webpage, to include Gap Baselines and Progress on Gaps and send notice on list serves.	Sandy Guidry	Sandy Guidry	October 2015	Annually
Set annual calendar for upcoming year’s ESEA Advisory Council meetings	ESEA Advisory Council	Sandy Guidry	July 2015	Annually
Engage TASN providers in equitable access work	Sandy Guidry, Crystal Davis, TASN Providers	Sandy Guidry	October 2015	One Time
Provide professional development resources to schools and districts through TASN	Sandy Guidry, Crystal Davis, TASN Providers	Crystal Davis	October 2015	Ongoing
Engage MTSS trainers in equitable access work	Sandy Guidry, Linda Eldridge, MTSS Trainers	Sandy Guidry	October 2015	One Time

MTSS trainers work with MTSS schools and districts to support equitable access to excellent teachers	Sandy Guidry, Linda Eldridge, MTSS Trainers	Linda Eldridge	October 2015	Ongoing
Engage KLN implementation coaches in equitable access work	Sandy Guidry, Tammy Mitchell, Chelle Kemper, Implementation Coaches	Sandy Guidry	August 2015	One Time
Provide Priority, Focus and On Watch schools guidance to ensure indicators that promote equitable access is being implemented	Sandy Guidry, Tammy Mitchell, Chelle Kemper, Implementation Coaches	Tammy Mitchell, Chelle Kemper	August 2015	Ongoing
Impact Institute, ensuring the subject of equitable access in planning	Equity Plan Team, Impact Institute Plan Team	Tammy Mitchell	June & July 2015	Annually
<b>Major Activities</b>	<b>Parties Involved</b>	<b>Organizer</b>	<b>Start</b>	<b>Frequency</b>
<b>Strategy 2</b>				
Determine how new data elements will be incorporated into SEEK	Equity Team	John Baranski	June 2015	One Time
Updating SEEK in preparation of LEA trainings	KSDE IT and Equity Plan Team	IT John Baranski and Sandy Guidry	May 2015	September 2015, then annually
SEEK Training at state events including Summer Leadership and Annual Conference	KSDE DLS, IT, John Baranski, Sandy Guidry	Sandy Guidry	September-October 2015	Annually, as needed
SEEK Training for KLN Implementation Coaches, MTSS Trainers, and TASN Providers	Tammy Mitchell, Jen Stelter, Sandy Guidry, John Baranski	Sandy Guidry	August – October 2015	Annually, as needed
Determine how teacher effectiveness ratings will be incorporated into SEEK	KSDE DLS, John Baranski, Sandy Guidry	Sandy Guidry	August 2016	One Time
<b>Major Activities</b>	<b>Parties Involved</b>	<b>Organizer</b>	<b>Start</b>	<b>Frequency</b>
<b>Strategy 3</b>				
Provide training and guidance for new mentoring program	Scott Myers, Bill Bagshaw	Scott Myers	January 2015	Ongoing
Monitor Implementation of the mentoring program	Scott Myers, Bill Bagshaw	Scott Myers	October 2015	Ongoing
Gather data to determine impact of teacher mentoring program	Scott Myers, Bill Bagshaw	Scott Myers	April 2016	Ongoing
Continue to work with IHEs to create direct entry programs for special education endorsements	Susan Helbert, Scott Myers	Scott Myers	June 2015	Ongoing
Continue to gather data around special education waivers	Susan Helbert, Lori Adams	Lori Adams	June 2015	Annually

<b>Major Activities</b>	<b>Parties Involved</b>	<b>Organizer</b>	<b>Start</b>	<b>Frequency</b>
<b>Strategy 4</b>				
Collect teacher effectiveness ratings	Scott Myers, Brad Neuenswander, Bill Bagshaw, IT	Scott Myers	November 2015	Annually
Monitor implementation of Kansas Educator Evaluation Systems	Scott Myers, Brad Neuenswander, Bill Bagshaw	Scott Myers	June 2015	Annually
<b>Major Activities</b>	<b>Parties Involved</b>	<b>Organizer</b>	<b>Start</b>	<b>Frequency</b>
<b>All Strategies</b>				
Meet to provide ongoing feedback to KSDE on the Equitable Access Plan	Advisory Councils	Sandy Guidry & DLS Leadership	September 2015	Annually



## Attachment 1

### ESEA Advisory Council Minutes, March 11, 2015

1. Introductions: Name, Organization, Title and 2 Job Responsibilities that are on the top of your “to do” list.
2. Purpose of the Council: Team combines 2 ½ years ago... a number of advisory councils... now there will be two: Special Education Advisory Council and the ESEA Advisory Council. This council will advise KSDE on the ESEA Flexibility Waiver and KS next steps and implementation of ESEA once reauthorization of occurs. It will be the advisory groups for School Improvement Grants 1003 (g), for the Title IIA Teacher Equity Plan and implementation, projects and programs required by the US Department of Education and technical assistance provided by the Kansas State Department of Education.
3. 1003(g) Updates:
  - a. Change in length of grant
    - i. Currently 2 in KC in year 3 and 3 in Topeka in year 2 and 1 in year 1. All current SIG schools will have the opportunity to extend to five year grants.
    - ii. All new SIG grants will be for up to 5 years. Districts will have an opportunity to have a planning year and 4 years of implementation.
  - b. Schools eligible to apply for SIG grants
    - i. Currently, only Priority schools may apply for SIG grant. All of our Priority Schools are in three districts, Topeka, KCK and Wichita. Of the 33 current Priority Schools 6 have had SIG grants.
    - ii. Kansas will have the opportunity to open the competition to 66 Focus schools. Kansas has an additional 16 districts that currently have Focus schools. The 3 districts that have Priority schools will not be able to apply for a Focus school until Priority schools are saturated first.
    - iii. Currently there are four SI models to choose from: Transformation, Turnaround, Closure and Restart. The new waiver provides an opportunity for two additional models: Early Childhood and a State model.
    - iv. The new SIG state grant would be due to DoE on April 15 (six weeks after guidance was released)
  - c. What is KSDE proposing for moving forward?
    - i. Continuation grants for the 6 current SIG schools. KSDE would have been offering 4 continuations, now KSDE is proposing 6. New SIG dollars will fund these continuations.
    - ii. Kansas will take a year to write a quality state grant instead of rushing to meet the April 15 deadline. This appears to be the course for most states.
    - iii. Kansas will open grant competition to Focus schools. However, Kansas will be identifying a new list of Priority and Focus in the summer of 2016. How will

KSDE do this? Could offer to current Focus schools and would continue their grants even if the school would come off of the Focus list. Perhaps, we could move the application date so that new Focus and Priority schools could apply. (Priority school applications are to be considered first.)

- iv. Kansas will need to develop requirements for the State model. We believe the model will mirror our MTSS efforts. Math, Reading, Social and Emotional

What comments of interest, comments of concern or questions do you have in regard to the changes suggested in the SIG Update?

- Writing a five year plan is hard to develop with the changing face or population.
- Who is eligible for grant? Priority schools currently, Priority and Focus in 2015-2016.
- Interested in the extension to 4 or 5 years, helps with sustainability
- Throwing out small amounts to a lot school may not be substantial.
- Concern about having one year of data in 2015-2106
- 3 years of funds- just getting ship moving, so extra years will be beneficial
- Are there additional requirements for SIG? Yes, but they focus around the 7 turnaround principles already familiar to Focus and Priority.
- Can a high school be a SIG school? Yes, as long as they are Title I schools.
- Must SIG me a schoolwide? No.
- How much do SIG get? They can apply for up to 2 million per year for 3 years.
- Is supplanting an issue with SIG? Same supplanting issues apply so expenditures do need to be “above and beyond.”
- Need to increase expectations for school improvement in SIG schools.
- When you have poverty, you have diversity.
- Would like to see research on dual language schools. ESOL is a fast growing population.
- Look at our AMO’s – ELL & SPED – not making enough growth.
- How are SIG schools delivering instruction?
- What are the accountability measures for schools receiving the money? What happens if no progress?
- One year is not enough time to make decisions – false negatives and positives.
- Need multi-years to make identification. Need to slow things down.
- Need to have more SIG grants.
- District capacity must be a consideration.
- SIG schools need to keep KLN coaches.

#### 4. YODA – Stacie Martin, Dean Zajic and Jamie Pfistner

What comments of interest, comments of concern or questions do you have in regard to the YODA framework?

- What would be tangible examples that would benefit a district?
- What would additional attention look like?
- How do you monitor systematic changes over time?
- Resist the urge to put a lot of weight on compliance.
- 3 year to 5 year cycle, how is it related to YODA?
- Report YODA results to all districts.
- Like the idea of a district picture.
- Appreciate not a set model for 2% intervention, differentiation.
- Will the rubric be shared?
- Are we all going to do the same district plans across the states? ...
- Will KansaStar be used for district plans?
- Top 2%-how many districts is that? Approximately 7.
- Data analysis tools need to be uniform.

The questions above will be shared with the YODA/Integrated Monitoring workgroup.

BREAK

#### 5. Educator Equity Plan

What comments of interest, comments of concern or questions do you have in regard to the Educator Equity Plan work thus far?

- Funding not available to hire best.
- Teachers leave for other careers because of salary, overtime, teachers leave for more desirable districts (salary, social opportunity)
- Excellent data! (Collecting and reporting).
- Will explore (SEEK) for own district, this is an issue across the state.
- Negotiated agreements could be a concern.
- Transferring of teachers from building to building could be a concern.
- Attracting teachers to teach in rural areas is a concern.
- I don't think any districts don't go out and hire the best and brightest. However, there aren't enough teachers to go around.
- In a high poverty, high needs, mobile population, new teachers have to want to come to the district.
- Pay and loan forgiveness are examples of ways to recruit teachers to difficult areas.
- Increase opportunity to access postsecondary programs.
- Building statewide cohorts – include face to face include on-line programs,
- State to encourage LEA to pay teachers more in high poverty areas.
- Need to focus on “grow your own” (career pathways) -
- Recruit, offer scholarships using local foundations to fund.
- Make data available statewide.

- Look at leadership in the LEA/bldg.
- Rural revitalization
- KU med school model opened in Salina to attract students to western Kansas.
- Why isn't the Education Career Pathway funded?
- Need to push more on the college side. How are universities marketing the "Educator" career pathways?
- So much college debt, how do we help teachers?
- Does this require extra data collection from the LEA?
- We've lost funding for our new teacher programs. That impacts mentoring and sustainability of staff, there will be no mentoring for new teachers.
- There are a lot of new teachers on waivers.
- Lack of funding professional development, with block grants will be cut completely from many districts. This will make our gap wider for students and we won't be able to retain teachers.
- Teachers aren't going out of college with training to work with students with behaviors and mental health issues.
- There is a shortage of SPED teachers until December, after graduates come out of college.
- Needs to be more enticements to have all teachers certified in ELL, needs to be a statewide program.
- We've hired an equity director. Through the hiring process we consider majority/minority balance.
- Loan forgiveness in Title I schools. Is there a governor's incentive program?
- Recruitment considerations:
  - Competitive salaries
  - District reputation
  - Student outcomes
  - Give teachers credit on pay scale for out-of-state teaching experience
  - Can't give new teachers most challenging classes
  - Insurance/Benefits
  - Geography matters

## 6. Waiver Overview

- a. History
  - i. July 2012, Conditionally Approved with High Risk Status for one year
  - ii. Each year we worked with DoE so that we could continue with flexibility
  - iii. Removed from high risk July 2014.
- b. 4 Principles
  - i. KCCRS and Assessment aligned to standards
  - ii. Accountability System including AMOs and interventions
  - iii. Teacher/Leader Evaluation
  - iv. Reducing Duplication of Efforts
- c. Renewal Process
  - i. It's an update, not a new waiver.
  - ii. It's due March 31,2015

iii. It will be reviewed and amended with hopes of approval summer 2015.

7. Principle 1 – Beth

- a. Kansas College and Career Ready Standards
  - i. Impact Institute Handout
- b. Assessment aligned to KCCRS

What comments of interest, comments of concern or questions do you have in regard to the changes made in Principle 1: Kansas College and Career Ready Standards and the Kansas Assessment Program?

- Public/parent understanding of standards and assessment, explain it with an individual student example (majority at HS level)
- KSDE think about using growth measure tests instead of taking state assessment, combination of MAP and state assessment?
- Continuing to refine in ELL and SPED areas the standards, strategies and interventions to ensure these students will be career and college ready.
- Performance Items – The rollout of scoring those items. How will buildings manage this as we add more performance Items in other subject areas?
- We have articulation agreements for dual enrollment. Is this helpful in poverty areas? These families can't pay the tuition fees.
- ELA test tickets were not generating, Monday March 9<sup>th</sup> they generated.
- We test so much at the elementary level – listening, performance, math, science.
- Some of our buildings don't have a lot of technology resources.
- Testing window becomes longer, eating up other resources.
- Will Innovative Districts be taking an alternate assessment? No.
- Concerns about re-identification in 16-17 without multiple years of data.
- Many questions about performance assessments:
  - Is it scored later?
  - This year, is it assigned randomly to certified scorers?
  - Next year, would it be a combination of local scoring and scoring from other districts?
  
- KCCRS, still need for content specific – digging into standards, hope there is a balance at Impact Institute.
- Serving one path (everyone goes to college) so we are dumbing down info
- amount of KITE testing is overwhelming (# of days)
  - If you have other tests to give(ELPA, NAEP, Progress monitoring)
  - More than NCLB w/ local tests
- Proctors and instruction isn't occurring at the rate it should be (4 r's).
- Read alouds, Have to have training for anyone administering the read aloud. Don't always have enough people to do read alouds.

Lunch

8. Principle 2 AMOs Kelly Spurgeon and Beth Fultz
  - a. Update

What comments of interest, comments of concern or questions do you have in regard to the changes suggested for Principle 2: AMOs?

- Like the idea of two years of data,
- need to be careful of the delivery of the message NOT lowering standards.
- Districts and Public need “talking points” to use with SBOE, parents, community members.
- There was one training opportunity with inception of AMO’s.
- Future training needs to be ongoing.
- Districts and Buildings, when new focus/priority school is identified spend time explaining why/how they “qualified”. Last round was not explained well.
- KSDE to put together talking points for LEA’s as we shift accreditation and how everything connects. Maybe a flow chart on how these items connect. Make it family friendly. Provide clear cut definitions and examples when providing talking points.
- It’s not just about the formula, we need to know which schools have moved out of “priority” and we need to capture their instructional practices. Maybe develop school profiles or case studies. Would like to know which schools?
- Proactive approach to helping public understand the potential dip in scores that will likely occur in Year 1, also get Board of Regents involved.
- How to access a “Reward” schools list?
- Involve KPIRC.
- Create an 800 number for public to call with questions.
- Even teachers may be caught by surprise is drop in scores occur.
- How does this fit with QPA and school improvement?
- Like idea of using median score.
- Like the use of lowest performing 30% rather than normal subgroups.

9. Principle 2: Priority, Focus and Other Title I Schools
  - a. Priority
  - b. Focus
  - c. Other Title I Schools
    - i. Identification of On Watch
    - ii. Interventions for On Watch
    - iii. KansaStar

What comments of interest, comments of concern or questions do you have in regard to the changes suggested in the Principle 2: Priority, Focus and Other Title I Schools update?

- On Watch Schools may not be aware of available resources out there.
- Input from schools on the coach they get. Want to be able to keep the good but get rid of the bad.
- Needs assessment is very beneficial.
- For schools re-identified for new cohort, can they have flexibility to keep IC, even if they do not plan on working with KLN full time?
- KansaStar is not user friendly.
- Great to hear the increase presence of implementation coaches.
- District is considering implementing KansaStar district-wide for school improvement.
- How do districts get information and access to KansaStar system when they are not a Priority or Focus school?
- KLN coaches are critical for movement in the building.
- What criteria are being considered for not making progress for “On Watch” schools?
- What criteria is used for Reward Schools?
- We need a deeper needs assessment. First one was superficial, recommendations weren’t specific enough.

BREAK

#### 10. Principle 3: Teacher/Leader Evaluation

##### a. Update

What comments of interest, comments of concern or questions do you have in regard to the changes suggested in the Principle 3: Teacher Evaluation update?

- Need to have a unified presentation – the message we heard today is not always how field perceives message from district.
- Very well rolled out, good process on what matters, especially non-core areas, school psychologist, etc.
- Still anxiety on the part of teachers.
- Expensive to do training. Need inter-rater-reliability training for all staff
- Data management needed to build consistency in district reporting.
- Conversations need to be standard based rather than “got you” conversations.
- Teachers worried about how to display data.
- Expensive to hire assistant help.
- Principals are still learning how to use the pre-conference.
- The best practice of teachers bringing evidence of best practice, including qualitative and quantitative data is promising.
- Having the artifacts in a defined location is easier said than done.
- Likes local control within district to choose growth measures.

- Want clear and strong talking points that help diminish misunderstandings and fears. Teachers and administrators need to hear the information 3 or 4 times.
- If teachers/administrators don't get clear and strong information then misunderstandings occur and fear comes into play.
- Keep getting the message out like Bill shared today. Good stuff!
- Appreciate the ability to choose elements locally.
- How is growth measure actually attached/entered?
- Concerns about using growth measures that are beholden to the success of subsequent teachers.
- How does special education, paras, non-core staff get evaluated by student growth measures?
- This is the hardest element that has been discussed today.
- Requires a lot of principals' time.

#### 11. Wrap up

- a. Any final questions or comments
- b. Travel Reimbursement
- c. Garage Passes
- d. Thank you to KSDE staff that helped out by leading groups or presenting
- e. Thank you to Advisory Council

## Attachment 2

### Stakeholder Engagement Summary

Date	Event (i.e. Education Summit)	Stakeholders Groups (i.e. Superintendents)	KSDE Representative (i.e. Commissioner)	Location (i.e. Topeka)
1/6/2014	District Inservice	District staff	Brad Neuenswander	Baxter Springs
1/8/2014	Local District Administration Team	District Administration Team	Brad Neuenswander	Wamego
1/9/2014	Kansas Learning First Alliance	Association Members	Brad Neuenswander	Topeka
1/10/2014	Statewide Curriculum Leaders Mtg.	Curriculum leaders	Brad Neuenswander	Topeka
1/14/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
1/20/2014	Jefferson County-Wide Inservice	Educators from across the county	Brad Neuenswander	Winchester
1/22/2014	USA Conference	USA members	Brad Neuenswander	Wichita
2/4/2014	Joint House & Senate Ed. Comm.	Committee members	Brad Neuenswander	Topeka
2/6/2014	Greenbush Superintendents' Forum	Superintendents	Brad Neuenswander	Topeka
2/10/2014	Kansas College and Career Ready Assessment Advisory Council	Committee members	Brad Neuenswander	Topeka

2/11/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
2/20-21/2014	KEEN Conference	Exemplary educators	Brad Neuenswander	Topeka
3/11/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
3/27/2014	QPA Advisory Council	Council Members	Brad Neuenswander	Topeka
3/28/2014	District Inservice	District staff	Brad Neuenswander	Topeka
4/1/2014	Closing the Achievement Gap Task Force	Committee members	Brad Neuenswander	Topeka
4/8/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
4/9/2014	Kansas Learning First Alliance	Association Members	Brad Neuenswander	Topeka
4/14/2014	QPA Advisory Council	Committee members	Brad Neuenswander	Topeka
4/23/2014	ESSDACK Superintendents' Forum	Superintendents	Brad Neuenswander	Hutchinson
4/25/2015	Statewide Curriculum Leaders Mtg.	Curriculum leaders	Brad Neuenswander	Topeka
5/9/2014	KAMSA	Middle School administrators	Brad Neuenswander	Topeka
5/13/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
5/20/2014	SCKESC Superintendents' Forum	Superintendents	Brad Neuenswander	Clearwater
5/21/2014	District Inservice	District staff	Brad Neuenswander	Towanda

6/2/2014	QPA Advisory Council	Council Members	Brad Neuenswander	Newton
6/3/2014	KASSP	Secondary school principals	Brad Neuenswander	Salina
6/10/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
6/10/2014	Learning Forward Kansas	Association Members	Brad Neuenswander	Topeka
6/13/2014	KU Summer Conference	Conference participants	Brad Neuenswander	Lawrence
6/23/2014	Kansas Professional Learning Team	Committee members	Brad Neuenswander	Topeka
7/1/2014	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Salina
7/8/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
7/17/2014	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Salina
7/24/2014	TASN Summer Leadership Conference	Conference participants	Brad Neuenswander	Wichita
8/11/2014	Closing the Achievement Gap Task Force	Task force members	Brad Neuenswander	Topeka
8/12/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
8/21/2014	District Inservice	District staff	Brad Neuenswander	Moundridge
8/22/2014	KASB Workshop	Conference participants	Brad Neuenswander	Topeka
8/25/2014	Kansas Alliance for Ed. Advocacy	Committee members	Brad Neuenswander	Topeka

8/27/2014	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Topeka
9/3/2014	Kansas College and Career Ready Assessment Advisory Council	Council Members	Brad Neuenswander	Topeka
9/4/2014	K-12 Performance and Efficiency Committee	Committee members	Brad Neuenswander	Topeka
9/9/2014	USA Regional Workshop	Workshop participants	Brad Neuenswander	Clearwater
9/10/2014	USA Regional Workshop	Workshop participants	Brad Neuenswander	Topeka
9/11/2014	USA Regional Workshop	Workshop participants	Brad Neuenswander	Salina
9/16/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
9/18-19/2014	K-12 Performance and Efficiency Committee	Committee members	Brad Neuenswander	Topeka
9/22/2014	Safe Schools Conference	Workshop participants	Brad Neuenswander	Manhattan
9/23/2014	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Salina
9/24/2014	Closing the Achievement Gap Task Force	Task force members	Brad Neuenswander	Topeka
9/26/2014	KAMLE	Middle School administrators	Brad Neuenswander	Topeka
9/30/2014	KASB Fall Summit	Summit participants	Brad Neuenswander	Greenbush
10/1/2014	KASB Fall Summit	Summit participants	Brad Neuenswander	Clearwater
10/2/2014	State Accreditation Committee	Committee members	Brad Neuenswander	Topeka

10/7/2014	KASB Fall Summit	Summit participants	Brad Neuenswander	Oakley
10/8/2014	KASB Fall Summit	Summit participants	Brad Neuenswander	Junction City
10/9/2014	KASB Fall Summit	Summit participants	Brad Neuenswander	Shawnee Mission
#####	Curriculum Leaders	Curriculum leaders	Brad Neuenswander	Topeka
#####	KSDE Annual Conference	Conference participants	Brad Neuenswander	Wichita
11/6/2014	Counselor Conference	Conference participants	Brad Neuenswander	Emporia
#####	KAESP/KASSP Confeence	Principals	Brad Neuenswander	Wichita
11/17-18/2014	Kansas Professional Learning Team	Committee members	Brad Neuenswander	Topeka
#####	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Salina
12/1/2014	QPA Advisory Council	Council Members	Brad Neuenswander	Wichita
12/9/2014	State Board of Education	State Board Members	Brad Neuenswander	Topeka
#####	Greenbush Superintendents' Forum	Superintendents	Brad Neuenswander	Greenbush
#####	K-12 Performance and Efficiency Committee	Committee members	Brad Neuenswander	Topeka
#####	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Salina
#####	District Inservice	District staff	Brad Neuenswander	Cheney

1/6/2015	K-12 Performance and Efficiency Committee	Committee members	Brad Neuenswander	Topeka
1/13/2015	State Board of Education	State Board Members	Brad Neuenswander	Topeka
1/14/2015	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Salina
1/21/2015	Smoky Hill Superintendents' Forum	Superintendents	Brad Neuenswander	Salina
1/22/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Topeka
1/23/2015	Curriculum Leaders	Curriculum leaders	Brad Neuenswander	Topeka
1/27/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Arkansas City
1/27/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Wichita
1/28/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Hutchinson
2/3/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Hays

2/3/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc..	Brad Neuenswander	Oakley
2/3/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Garden City
2/4/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc..	Brad Neuenswander	Sublette
2/4/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc..	Brad Neuenswander	Parsons
2/5/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Girard
2/5/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc..	Brad Neuenswander	Coffeyville
2/9/2015	Accreditation Advisory Council	Council Members	Brad Neuenswander	Topeka
2/10/2015	State Board of Education	State Board Members	Brad Neuenswander	Topeka

2/12/2015	Closing the Achievement Gap Task Force	Task force members	Brad Neuenswander	Topeka
2/17/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Emporia
2/17/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Topeka (KASB)
2/17/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Topeka (KNEA)
2/18/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Kansas City
2/18/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Olathe
2/19/2015	Statewide Community Conversation	Parents, educators, business community, school board members, legislators, students, etc.	Brad Neuenswander	Hiawatha
2/24/2015	PreK-16 Task Force	Task force members	Brad Neuenswander	Topeka

2/25/2015	KASSP Conference	Conference participants	Brad Neuenswander	Wichita
3/3/2015	Keystone Superintendents' Forum	Superintendents	Brad Neuenswander	Ozawkie
3/5/2015	Greenbush Superintendents' Forum	Superintendents	Brad Neuenswander	Topeka
3/10/2015	State Board of Education	State Board Members	Brad Neuenswander	Topeka
3/12/2015	Coalition of Innovative Districts	Coalition members	Brad Neuenswander	Topeka
3/30/2015	Kansas Professional Learning Team	Committee members	Brad Neuenswander	Topeka

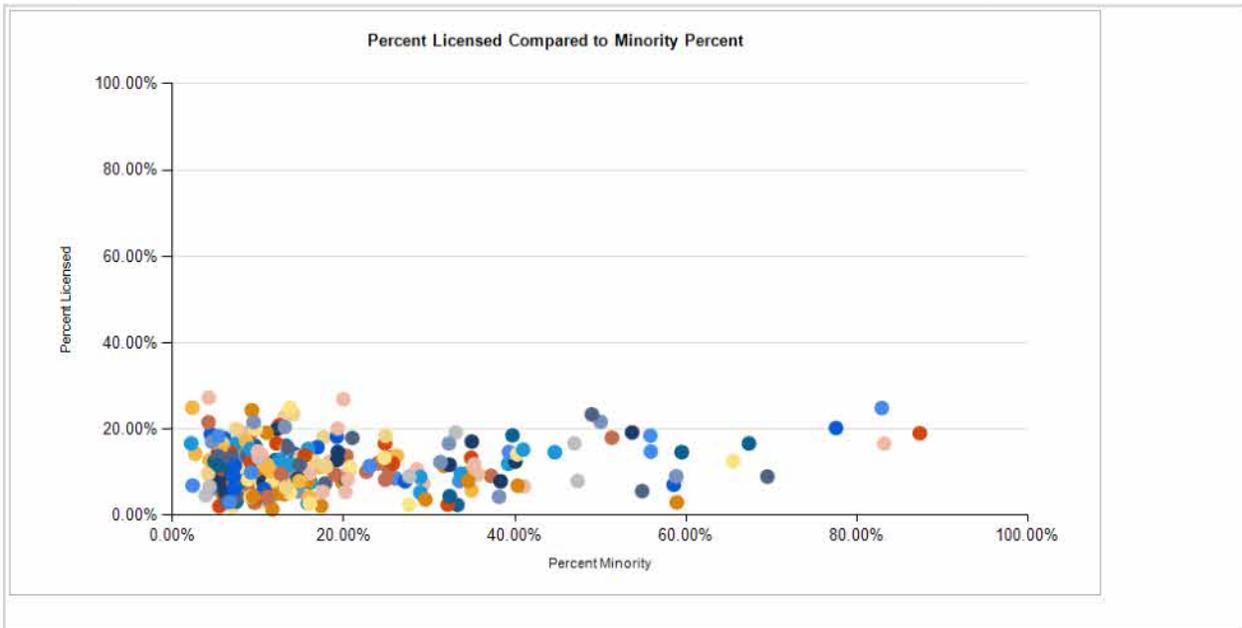
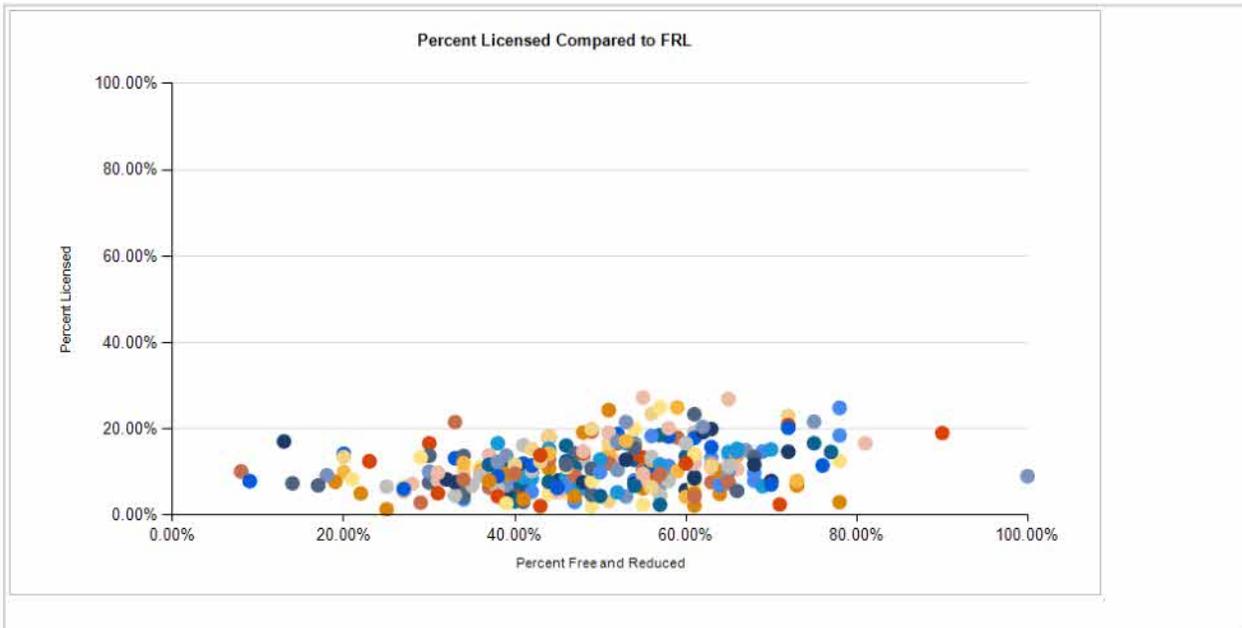
### Attachment 3

#### 2015 Chamber Visioning Tour Sessions

Date	Time	City	Location	Contact
April 27	11 a.m. – 1 p.m.	Pittsburg	Names and Numbers 1225 East Centennial – conference room (across from Via Christi Hospital)	Blake Benson – 620-231-1000 <a href="mailto:bbenson@pittsburgareachamber.org">bbenson@pittsburgareachamber.org</a> Supt. Destry Brown -
May 5	7:30 – 9:00 a.m.	Manhattan	Sunset Zoo Education Center 2333 Oak Street	Lyle Butler – 785-776-8829 Amanda Dempster <a href="mailto:Amanda@manhattan.org">Amanda@manhattan.org</a> Supt. Bob Shannon – 785-587-2000
May 19	3:30 – 5:30 p.m.	Dodge City	USD 443 Learning Center 308 W. Frontview Road	Dan – (b)(6) (b)(6) Supt. Alan Cunningham – 620-371-1000
May 19	10:30 a.m. – 12:30 p.m.	Great Bend	Great Bend Chamber of Commerce & Economic Development 1125 Williams – Spray/Holt Family Board Room	Jan – 620-792-2401 <a href="mailto:jpeters@greatbend.org">jpeters@greatbend.org</a> Supt. Brad Reed – 620-793-1500
June 17	7:30 – 9:30 a.m.	McPherson	TBD	Jennifer Burch –620-241-3303 <a href="mailto:Jennifer@mcphersonks.org">Jennifer@mcphersonks.org</a> Supt. Randy Watson – 620-241-9400
		Wichita		Renee Anderson – 316-268-1141 <a href="mailto:randerson@wichitachamber.org">randerson@wichitachamber.org</a> Supt. John Allison – 316-973-4580
		Lawrence		Hugh Carter – (b)(6) (b)(6) Supt. Rick Doll – 785-832-5000
		Goodland		Suzanne – 785-899-7130 <a href="mailto:suzanne.mcclure@cityofgoodland.org">suzanne.mcclure@cityofgoodland.org</a> Supt. Bill Bierman – 785-890-2397
		Independence		Lisa Wilson – 620-331-1890 <a href="mailto:lwilson@indkschamber.org">lwilson@indkschamber.org</a> Supt. Chuck Schmidt – 620-332-1800

## Attachment 4

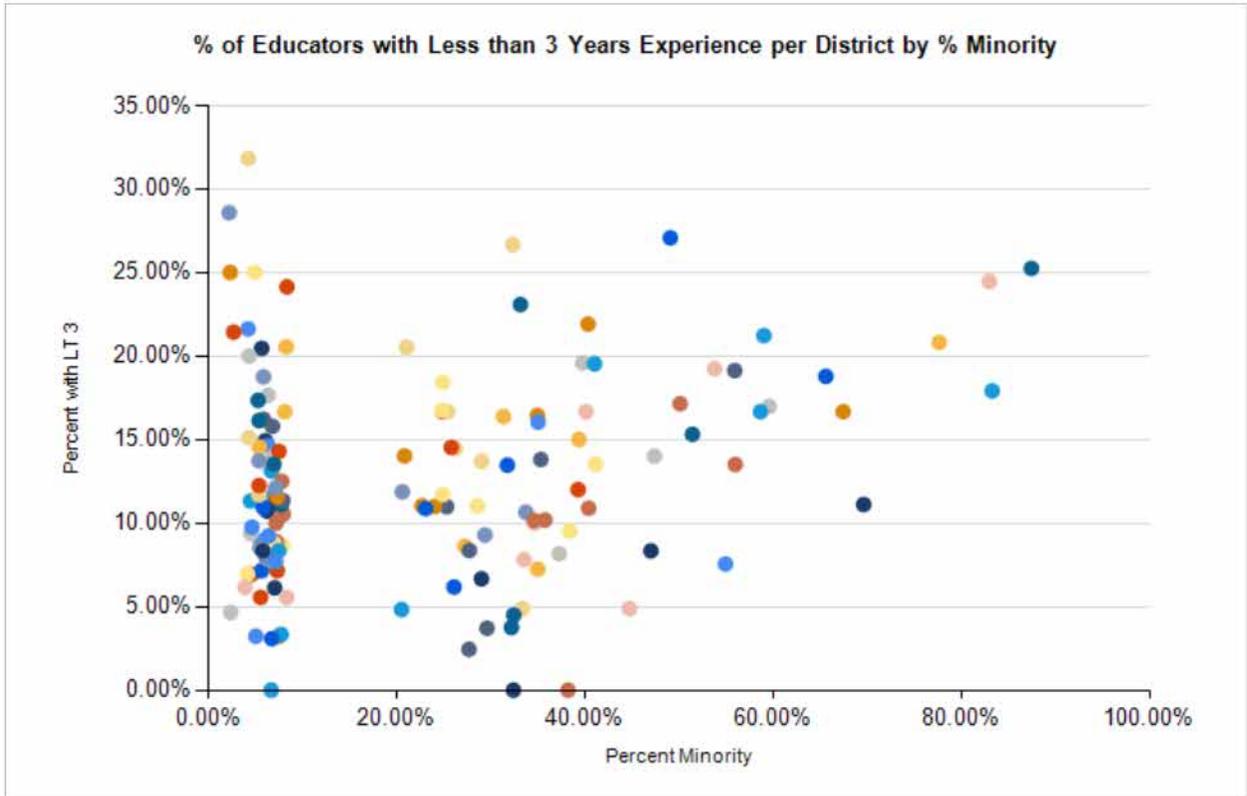
### Initial v. Professional License



**Experienced** is defined as educators that hold a valid Accomplished or Professional License.

**In-Experienced** is defined as educators holding an Initial or One Year Non-Renewable License

# Attachment 5



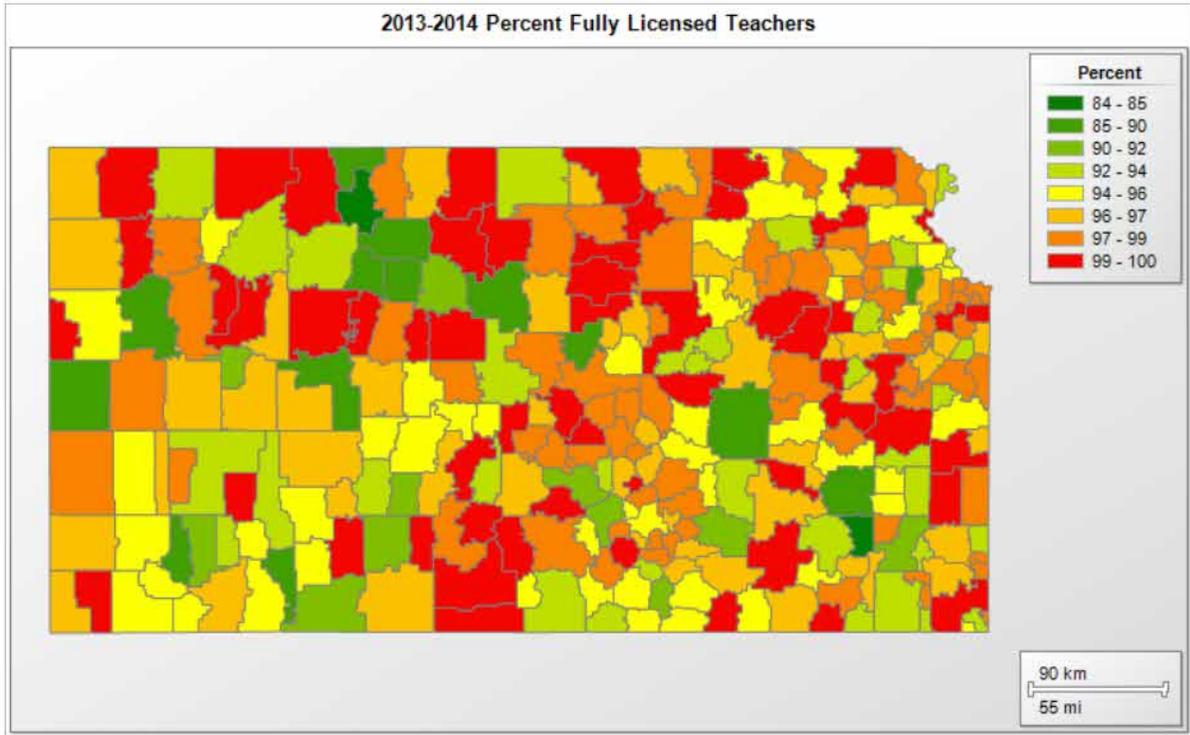
## Attachment 6

Count of Non-Licensed Teachers						
Year	Organization Number	Organization Name	Building Number	Building Name	Never Licensed Count	Expired License Count
2014	D0200	Greeley County Schools	0132	Greeley County Elem School	0	1
	D0200	Greeley County Schools	0134	Greeley County Jr./Sr. High	0	1
	D0257	Iola	1564	Iola Sr High	0	1
	D0284	Chase County	2489	Chase County Junior Senior High School	0	1
	D0284	Chase County	2491	Chase County Elementary School	0	1
	D0307	Ell-Saline	3080	Ell-Saline Middle/High School	0	1
	D0347	Kinsley-Offerle	4120	Kinsley-Offerle Elementary School K-5	0	1
	D0347	Kinsley-Offerle	4120	Kinsley-Offerle Elementary School K-6	0	1
	D0372	Silver Lake	4776	Silver Lake Elem	0	1
	D0383	Manhattan-Ogden	5126	Marlatt Elem	0	1
	D0385	Andover	5182	Meadowlark Elementary	0	1
	D0393	Solomon	5354	Solomon Elem	0	1
	D0393	Solomon	5356	Solomon High	0	1
	D0412	Hoxie Community Schools	5852	Hoxie Elem	0	1

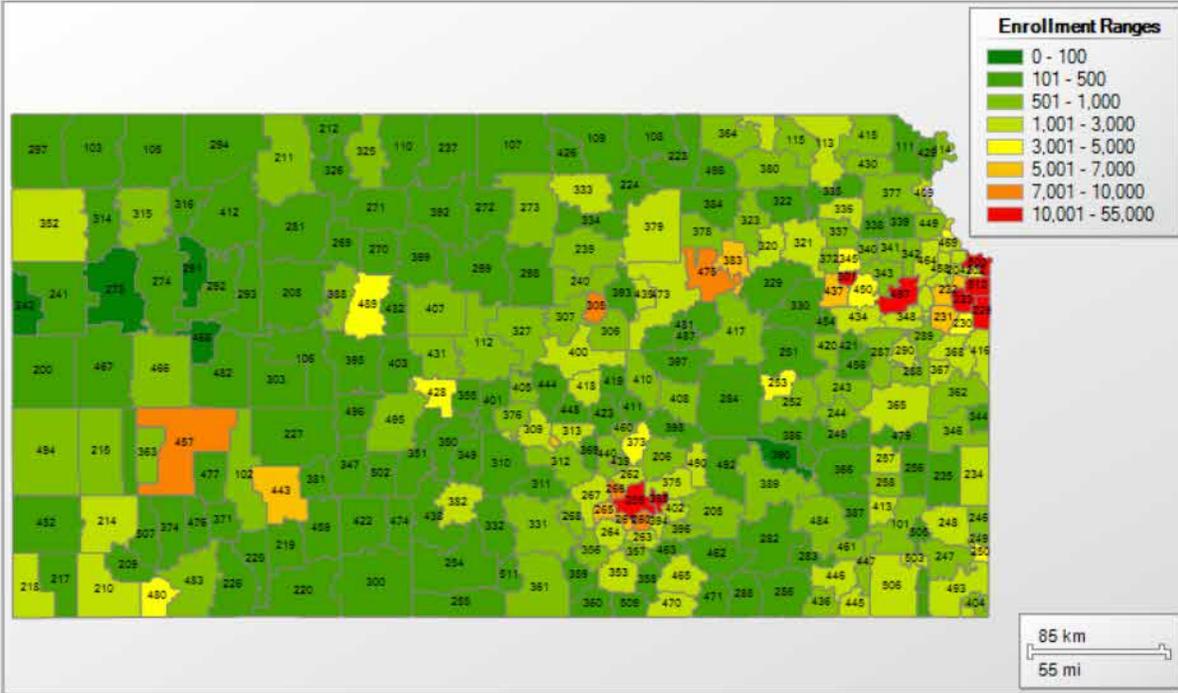
D0412	Hoxie Community Schools	5854	Hoxie High	0	1
D0445	Coffeyville	6770	Roosevelt Middle	0	1
D0446	Independence	6830	Independence Sr High	0	1
D0454	Burlingame Public School	7058	Burlingame Junior/Senior High	0	1
D0464	Tonganoxie	7300	Tonganoxie Elem	0	1
D0465	Winfield	7333	Winfield Middle School	0	1
D0475	Geary County Schools	7604	Jefferson Elem	0	1
D0495	Ft Larned	8142	Larned Sr High	0	1
D0500	Kansas City	8288	Emerson Elem	0	1
D0501	Topeka Public Schools	8467	Hope Street Charter Academy	0	1
D0501	Topeka Public Schools	8482	McClure Elem	0	1
D0501	Topeka Public Schools	8538	Topeka High	0	1
D0605	South Central KS Spec Ed Coop	9040	South Central KS Spec Ed Coop	0	8
D0608	Northeast KS Education Serv Cntr	9046	Keystone Learning Services	0	4
D0608	Northeast KS Education Serv Cntr	9046	Northeast KS Education Serv Cntr	0	4
D0609	Southeast KS Education Serv Center	9048	Southeast KS Education Serv Center	0	2
D0617	Marion County Special Education	9064	Marion County Special Education	0	1

S0604	School for Blind	8432	School for Blind High	0	1
Z0009	Independence Bible College	6856	Independence Bible Elem	0	1
Z0009	Independence Bible College	6858	Independence Bible High	0	1
Z0013	St John's Military School	3040	St John's Military High	0	3
Z0026	Lutheran Schools (Topeka)	7344	Trinity Lutheran Elem [Winfield]	0	1
Z0028	Dodge City Catholic Diocese	6712	Sacred Heart Catholic [Dodge City]	0	1
Z0029	Kansas City Catholic Diocese	8572	Hayden High	0	1
Z0029	Kansas City Catholic Diocese	9002	Cure Of Ars Elem	0	1
Z0030	Salina Catholic Diocese	2276	St Joseph Elem [Oakley]	0	1
Z0031	Wichita Catholic Diocese	1882	St Anne Catholic Elementary	0	1
Z0031	Wichita Catholic Diocese	1910	Bishop Carroll Catholic High	0	1

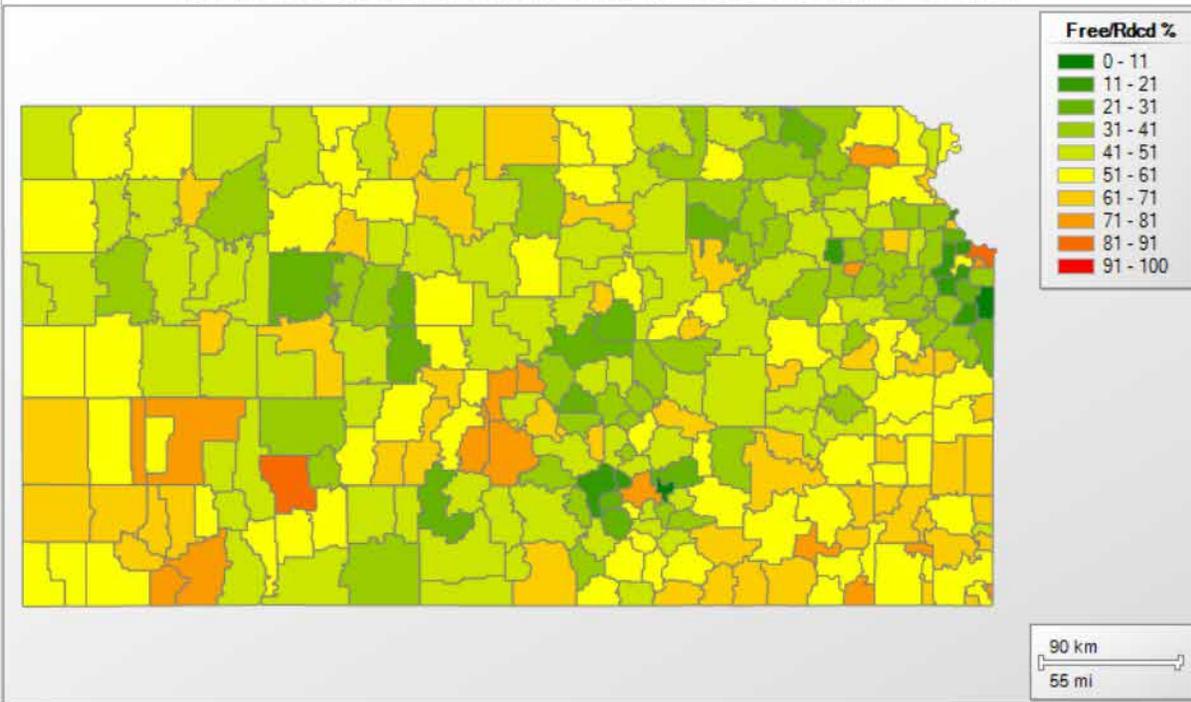
# Attachment 7



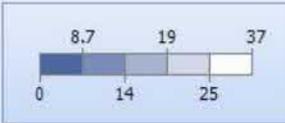
2013-2014 USD Headcount Enrollment (Unaudited)



2013-2014 USD % of Students Approved for Free- or Reduced-Prices Lunches (Unaudited)



### Percent of Educators with Less than 3 Years Experience



Attachment 8

USD #	USD (District) Name	County	County Peer Group	County Peer Group Definition (Individuals per square mile)	Date Closed	Total Experience (Years)	Educators in 2008	Educators in 2009	Leaving USD 2008 2009	Educators in 2010	Leaving USD 2009 2010	Educators in 2011	Leaving USD 2010 2011	Educators in 2012	Leaving USD 2011 2012	Educators in 2013	Leaving USD 2012 2013	Educators in 2013	Leaving USD 2013 2014	Total Educators Leaving 2008-2014	Attrition Rate 2008 to 2014
D0 101	Erie	Neosh	Densely-Settled Rural	20.0-39.9		1-5	8	5	3	4	1	4	0	4	0	4	0	3	1	5	62.50%
D0 101	Erie	Neosh	Densely-Settled Rural	20.0-39.9		6-10	8	4	4	1	3	1	0	1	0	1	0	1	0	7	87.50%
D0 101	Erie	Neosh	Densely-Settled Rural	20.0-39.9		11-20	12	11	1	10	1	9	1	8	1	8	0	7	1	5	41.67%
D0 101	Erie	Neosh	Densely-Settled Rural	20.0-39.9		>20	37	35	2	22	13	19	3	15	4	11	4	9	2	28	75.68%
D0 102	Cimarron-Ensign	Gray	Rural	6.0-19.9		1-5	9	8	1	6	2	4	2	4	0	4	0	4	0	5	55.56%

D0 102	Cimarron- Ensign	Gray	Rural	6.0- 19.9	6 - 10	19	18	1	18	0	18	0	14	4	13	1	12	1	7	36.8 4%	
D0 102	Cimarron- Ensign	Gray	Rural	6.0- 19.9	11 - 20	16	15	1	13	2	13	0	12	1	11	1	11	0	5	31.2 5%	
D0 102	Cimarron- Ensign	Gray	Rural	6.0- 19.9	> 20	15	11	4	9	2	9	0	8	1	7	1	7	0	8	53.3 3%	
D0 103	Cheylin	Cheye nne	Frontier	LT 6.0	1 - 5	1		1		0		0		0		0		0	1	100. 00%	
D0 103	Cheylin	Cheye nne	Frontier	LT 6.0	6 - 10	3	3	0	3	0	3	0	3	0	3	0	3	0	0	0	0.00 %
D0 103	Cheylin	Cheye nne	Frontier	LT 6.0	11 - 20	6	5	1	5	0	5	0	5	0	5	0	5	0	1	16.6 7%	
D0 103	Cheylin	Cheye nne	Frontier	LT 6.0	> 20	11	8	3	8	0	7	1	5	2	4	1	3	1	8	72.7 3%	
D0 105	Rawlins County	Rawlin s	Frontier	LT 6.0	1 - 5	4	3	1	3	0	1	2	1	0	1	0	1	0	3	75.0 0%	
D0 105	Rawlins County	Rawlin s	Frontier	LT 6.0	6 - 10	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0.00 %	
D0 105	Rawlins County	Rawlin s	Frontier	LT 6.0	11 - 20	13	11	2	10	1	8	2	8	0	8	0	8	0	5	38.4 6%	
D0 105	Rawlins County	Rawlin s	Frontier	LT 6.0	> 20	17	17	0	15	2	12	3	11	1	8	3	7	1	10	58.8 2%	

D0 106	Western Plains	Ness	Frontier	LT 6.0	1 - 5	5	3	2	2	1	2	0	2	0	2	0	2	0	2	0	3	60.0 0%
D0 106	Western Plains	Ness	Frontier	LT 6.0	6 - 10	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	100. 00%
D0 106	Western Plains	Ness	Frontier	LT 6.0	11 - 20	7	7	0	7	0	5	2	5	0	4	1	4	0	4	0	3	42.8 6%
D0 106	Western Plains	Ness	Frontier	LT 6.0	> 20	11	8	3	6	2	6	0	3	3	3	0	3	0	3	0	8	72.7 3%
D0 107	Rock Hills	Jewell	Frontier	LT 6.0	1 - 5	6	6	0	2	4	1	1	1	0	1	0	1	0	1	0	5	83.3 3%
D0 107	Rock Hills	Jewell	Frontier	LT 6.0	6 - 10	4	3	1	3	0	3	0	3	0	3	0	3	0	3	0	1	25.0 0%
D0 107	Rock Hills	Jewell	Frontier	LT 6.0	11 - 20	8	8	0	7	1	7	0	7	0	6	1	6	0	6	0	2	25.0 0%
D0 107	Rock Hills	Jewell	Frontier	LT 6.0	> 20	19	17	2	12	5	11	1	9	2	7	2	7	0	7	0	12	63.1 6%
D0 108	Washington Co. Schools	Washi ngton	Rural	6.0- 19.9	1 - 5	6	4	2	4	0	4	0	3	1	3	0	3	0	3	0	3	50.0 0%
D0 108	Washington Co. Schools	Washi ngton	Rural	6.0- 19.9	6 - 10	4	4	0	3	1	3	0	3	0	2	1	2	0	2	0	2	50.0 0%
D0 108	Washington Co. Schools	Washi ngton	Rural	6.0- 19.9	11 - 20	14	13	1	11	2	11	0	11	0	11	0	8	3	8	3	6	42.8 6%

D0 108	Washington Co. Schools	Washington	Rural	6.0-19.9	> 20	23	21	2	17	4	16	1	15	1	14	1	11	3	12	52.17%
D0 109	Republic County	Republic	Rural	6.0-19.9	1-5	6	3	3	2	1	2	0	2	0	2	0	2	0	4	66.67%
D0 109	Republic County	Republic	Rural	6.0-19.9	6-10	4	4	0	4	0	3	1	3	0	3	0	3	0	1	25.00%
D0 109	Republic County	Republic	Rural	6.0-19.9	11-20	10	10	0	10	0	10	0	8	2	8	0	7	1	3	30.00%
D0 109	Republic County	Republic	Rural	6.0-19.9	> 20	34	28	6	21	7	19	2	17	2	12	5	9	3	25	73.53%
D0 200	Greeley County	Greeley	Frontier	LT 6.0	1-5	11	11	0	10	1	8	2	7	1	5	2	4	1	7	63.64%
D0 200	Greeley County	Greeley	Frontier	LT 6.0	6-10	4	4	0	1	3	1	0	1	0	0	0	0	0	4	100.00%
D0 200	Greeley County	Greeley	Frontier	LT 6.0	11-20	8	8	0	7	1	7	0	7	0	5	2	4	1	4	50.00%
D0 200	Greeley County	Greeley	Frontier	LT 6.0	> 20	6	6	0	3	3	3	0	3	0	3	0	3	0	3	50.00%
D0 202	Turner	Wyandotte	Urban	150+	1-5	105	90	15	80	10	68	12	61	7	57	4	52	5	53	50.48%

D0 202	Turner	Wyandotte	Urban	150+	6 - 10	56	42	14	33	9	29	4	26	3	24	2	23	1	33	58.9 3%
D0 202	Turner	Wyandotte	Urban	150+	11 - 20	57	51	6	42	9	39	3	37	2	33	4	31	2	26	45.6 1%
D0 202	Turner	Wyandotte	Urban	150+	> 20	85	76	9	62	14	51	11	46	5	39	7	30	9	55	64.7 1%
D0 203	Piper	Wyandotte	Urban	150+	1 - 5	19	17	2	16	1	13	3	13	0	12	1	11	1	8	42.1 1%
D0 203	Piper	Wyandotte	Urban	150+	6 - 10	31	23	8	19	4	19	0	18	1	17	1	15	2	16	51.6 1%
D0 203	Piper	Wyandotte	Urban	150+	11 - 20	26	25	1	23	2	23	0	23	0	23	0	23	0	3	11.5 4%
D0 203	Piper	Wyandotte	Urban	150+	> 20	31	28	3	18	10	15	3	12	3	11	1	9	2	22	70.9 7%
D0 204	Bonner Springs	Wyandotte	Urban	150+	1 - 5	55	46	9	38	8	35	3	31	4	29	2	27	2	28	50.9 1%
D0 204	Bonner Springs	Wyandotte	Urban	150+	6 - 10	41	37	4	33	4	29	4	26	3	24	2	22	2	19	46.3 4%
D0 204	Bonner Springs	Wyandotte	Urban	150+	11 - 20	39	31	8	24	7	22	2	20	2	19	1	19	0	20	51.2 8%
D0 204	Bonner Springs	Wyandotte	Urban	150+	> 20	46	42	4	31	11	24	7	20	4	18	2	15	3	31	67.3 9%

**Attachment 9**

**Matrix Used to Determine Summative Evaluation Rating**

**KEEP**

All Districts Must Use					Districts May Substitute their LEA Determined Evaluation System					All Districts Must Use									
1 <sup>st</sup> Student Growth Measure Rating – 1. State Assessment Required for Tested Grades and Subjects 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	+	2 <sup>nd</sup> Student Growth Measure Rating – 1. State Assessment 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	+	3 <sup>rd</sup> Student Growth Measure Rating – 1. State Assessment 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	=	Student Growth Measures Summary Rating Educators Must Have a Minimum of 2 Met Measures to be Rated Effective.	Student Learning	+	Content Knowledge	+	Instructional Practice	+	Professional Responsibility	=	Instructional Practice Protocol Summary Rating	+	Student Growth Measures Summary Rating	=	Summative Evaluation Rating
Met	+	Met	+	Met	=	Highly Effective	Highly Effective	+	Highly Effective	+	Highly Effective	+	Highly Effective	=	Highly Effective	+	Highly Effective	=	Highly Effective
Met	+	Met	+	Met	=	Highly Effective	Effective	+	Effective	+	Effective	+	Effective	=	Effective	+	Highly Effective	=	Highly Effective or Effective
Met	+	Met	+	Met	=	Highly Effective	Developing	+	Developing	+	Developing	+	Developing	=	Developing	+	Highly Effective	=	Effective
Met	+	Met	+	Not Met	=	Effective	Highly Effective	+	Highly Effective	+	Highly Effective	+	Highly Effective	=	Highly Effective	+	Effective	=	Highly Effective or Effective
Met	+	Met	+	Not Met	=	Effective	Effective	+	Effective	+	Effective	+	Effective	=	Effective	+	Effective	=	Effective
Met	+	Met	+	Not Met	=	Effective	Developing	+	Developing	+	Developing	+	Developing	=	Developing	+	Effective	=	Effective or Developing
Met	+	Not Met	+	Not Met	=	Developing	Effective	+	Effective	+	Effective	+	Effective	=	Effective	+	Developing	=	Effective or Developing
Met	+	Not Met	+	Not Met	=	Developing	Developing	+	Developing	+	Developing	+	Developing	=	Developing	+	Developing	=	Developing
Met	+	Not Met	+	Not Met	=	Developing	Ineffective	+	Ineffective	+	Ineffective	+	Ineffective	=	Ineffective	+	Developing	=	Developing or Ineffective
Not Met	+	Not Met	+	Not Met	=	Ineffective	Developing	+	Developing	+	Developing	+	Developing	=	Developing	+	Ineffective	=	Developing or Ineffective
Not Met	+	Not Met	+	Not Met	=	Ineffective	Ineffective	+	Ineffective	+	Ineffective	+	Ineffective	=	Ineffective	+	Ineffective	=	Ineffective

- RULES:**
1. Must meet all three student growth measures to be considered highly effective or its equivalent for the Student Growth Measures Summary Rating.
  2. Must meet at least two student growth measures to be considered effective or its equivalent for the Student Growth Measures Summary Rating.
  3. Must meet at least one student growth measure to be considered developing or its equivalent for the Student Growth Measures Summary Rating.
  4. The Final Summative Rating can only be one performance level higher than the lowest Summative Rating.
  5. When both Summary Ratings are the same, that rating becomes the Final Summative Performance Rating.

**NOTE:** Kansas State Assessments used as a Student Growth Measure are only required for teachers of tested grades and subjects.

