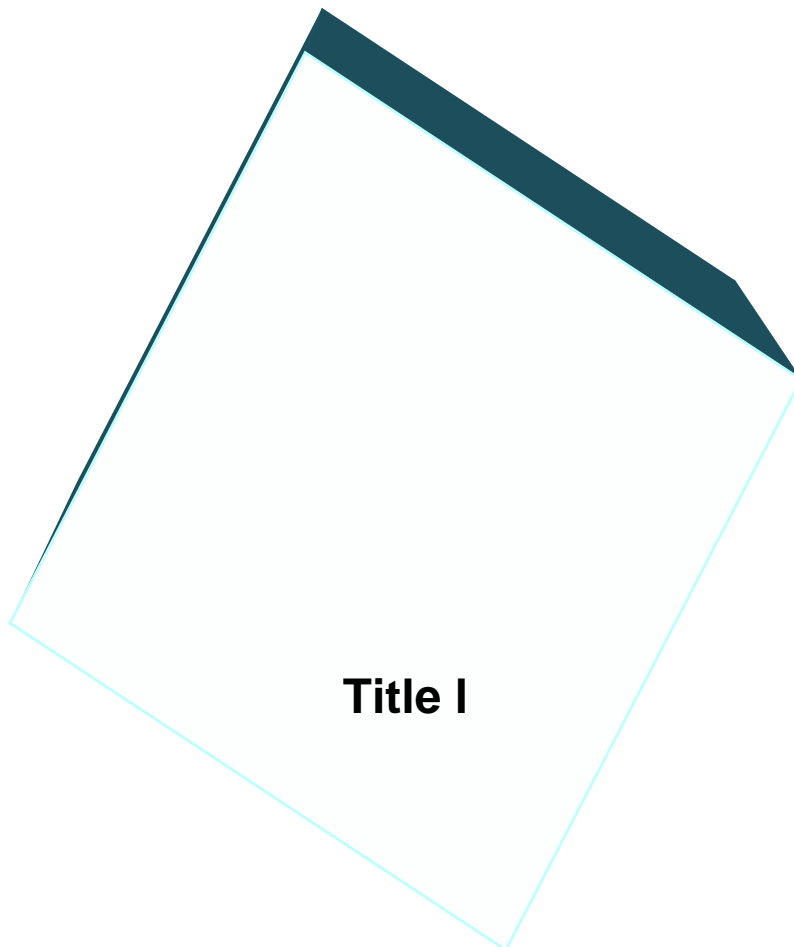


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2010-2011

Kansas School Improvement Grant Application (SEA)



Title I

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

| | |
|--|--|
| Legal Name of Applicant: Kansas State Department of Education | Applicant's Mailing Address: Kansas State Department of Education 120 SE 10 th Avenue Topeka, KS 66612-1182 |
| State Contact for the School Improvement Grant | |
| Name: Dr. Julie Ford . | |
| Position and Office: Title Programs and Services Team Director | |
| Contact's Mailing Address: Kansas State Department of Education 120 SE 10 th Avenue Topeka, KS 66612-1182 | |
| Telephone: (785) 296-3069 | |
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| Email address: jford@ksde.org | |
| Chief State School Officer (Printed Name): Dr. Diane DeBacker | Telephone: 785-296-3202 |
| Signature of the Chief State School Officer:  X_____ | Date: June 3, 2010 |

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

PART I: SEA REQUIREMENTS

A: Eligible Schools

Kansas State Department of Education Persistently Lowest-Achieving Schools as Defined by Title I School Improvement Grants Section 1003(g)

According to the Title I School Improvement Grants (SIG) Section 1003(g), the lowest-achieving schools fall into one of three tiers. Following are the Kansas schools that are in each tier. The universe of schools for Tier I and III are the 32 Title I schools that are on improvement, corrective action or restructuring in 2009-2010. Tier II are high schools that are eligible for Title I. See "Defining Persistently Lowest-Achieving Schools" for the rules regarding each tier's definition and process.

The schools below are listed according to USD number (#).

TIER I SCHOOLS

| USD # | USD Name | KS Bldg # | School NCES/ CCD ID# | School Name | Grad Rate |
|-------|-------------|-----------|----------------------|------------------------------|-----------|
| 259 | Wichita | 1808 | 201299000328 | Curtis Middle School | NA |
| 480 | Liberal | 7728 | 200873001284 | Liberal South Middle School | NA |
| 500 | Kansas City | 8288 | 200795001395 | Emerson Elementary School | NA |
| 500 | Kansas City | 8298 | 200795001401 | Mark Twain Elementary School | NA |
| 500 | Kansas City | 8317 | 200795001415 | Northwest Middle School | NA |

TIER II SCHOOLS

| USD # | USD Name | KS Bldg # | School NCES/ CCD ID# | School Name | Grad Rate |
|-------|-------------|-----------|----------------------|---------------------------------------|-----------|
| 247 | Cherokee | 1230 | | South East High School | |
| 259 | Wichita | 1838 | | North High School | |
| 259 | Wichita | 1840 | 201299000347 | South High School | |
| 259 | Wichita | 1842 | 201299000348 | Southeast High School | |
| 259 | Wichita | 1844 | 201299000349 | West High School | |
| 259 | Wichita | 1852 | 201299001693 | Metro Midtown Alternative High School | |
| 480 | Liberal | 7732 | 200873001286 | Liberal Senior High School | |
| 500 | Kansas City | 8294 | 200795001785 | Fairfax Campus/Learning Center | |
| 500 | Kansas City | 8323 | 200795001420 | Wyandotte High School | |
| 500 | Kansas City | 8327 | 200795001423 | JC Harmon High School | |
| 500 | Kansas City | 8329 | 200795001425 | FL Schlagle High School | |
| 500 | Kansas City | 8350 | 200795001433 | Washington High School | |
| 501 | Topeka | 8536 | 201226001476 | Highland Park High School | |

TIER III SCHOOLS

| USD # | USD Name | KS Bldg # | School NCES/ CCD ID# | School Name | Grad Rate |
|--------------|--------------------|------------------|-----------------------------|----------------------------------|------------------|
| 214 | Ulysses | 0443 | 201242000067 | Kepley Middle School | NA |
| 259 | Wichita | 1646 | 201299000263 | Clark Elementary | NA |
| 259 | Wichita | 1660 | 201299000271 | Enterprise | NA |
| 259 | Wichita | 1814 | 201299000331 | Hamilton Middle | NA |
| 259 | Wichita | 1817 | 201299001800 | Jardine Technology Middle Magnet | NA |
| 259 | Wichita | 1718 | 201299000271 | Linwood Elementary | NA |
| 259 | Wichita | 1828 | 201299000339 | Pleasant Valley Middle | NA |
| 259 | Wichita | 1693 | 201299001719 | Spaght Multimedia Magnet | NA |
| 259 | Wichita | 1834 | 201299000343 | Truesdell Middle | NA |
| 308 | Hutchinson | 3102 | 200762000530 | Avenue A Elementary | NA |
| 308 | Hutchinson | 3114 | 200762000535 | Lincoln Elementary | NA |
| 430 | South Brown County | 6344 | 200747001040 | Everest Middle | NA |
| 453 | Leavenworth | 7008 | 200843001150 | Earl M Lawson Elementary | NA |
| 480 | Liberal | 7715 | 200873001587 | Cottonwood Intermediate | NA |
| 500 | Kansas City | 8320 | 200795001417 | Argentine Middle | NA |
| 500 | Kansas City | 8279 | 200795001388 | Banneker Elementary | NA |
| 500 | Kansas City | 8293 | 200795001399 | Bertram Caruthers Elementary | NA |
| 500 | Kansas City | 8316 | 200795001414 | Central Middle School | NA |
| 500 | Kansas City | 8284 | 200795001392 | Chelsea Elementary | NA |
| 500 | Kansas City | 8292 | 200795001398 | Grant Elementary | NA |
| 500 | Kansas City | 8342 | 200795001430 | Lindbergh Elementary | NA |
| 500 | Kansas City | 8305 | 200795001406 | Quindaro Elementary | NA |
| 500 | Kansas City | 8313 | 200795001714 | Whittier Elementary | NA |
| 501 | Topeka | 8452 | 201226001595 | Chase Middle | NA |
| 501 | Topeka | 8474 | 201226001452 | Lundgren Elementary | NA |
| 501 | Topeka | 8499 | 201226001115 | Scott Computer Technology Magnet | NA |
| 501 | Topeka | 8444 | 201226001439 | Shaner Elementary | NA |

ADDITIONAL TIER III—Small Size so Excluded from Tier II

| USD # | USD Name | KS Bldg # | School NCES/CCD ID# | School Name | Grad Rate |
|--------------|-----------------|------------------|----------------------------|---|------------------|
| 259 | Wichita | 1742 | 201299001697 | Metro Meridian Alternative High School | |
| 259 | Wichita | 1837 | 201299000345 | Metro Boulevard Alternative High School | |
| 409 | Atchison | 5775 | 20354001868 | Atchison Alternative School | |
| 499 | Galena | 8272 | 200636000748 | Cornerstone High School | |

Definition:

Kansas State Department of Education

Defining Persistently Lowest-Achieving Schools

The identification of the “persistently lowest-achieving schools” in Kansas is based on the definition in the US Department of Education’s (ED) School Improvement Grants (SIG) Section 1003(g) Final Requirements and Guidance and also Phase II of the State Fiscal Stabilization Fund (SFSF) Frequently Asked Questions document.

Tier I Schools

The universe of schools that could be identified as the persistently lowest-achieving are the Title I schools that are in improvement, corrective action or restructuring. Since there are only 32 Title I schools in improvement, corrective action or restructuring, five (5) schools rather than 5% will be identified as the persistently lowest-achieving based on rank order. Since there are no Title I high schools in improvement, corrective action or restructuring, no additional schools are identified based on having a graduation rate less than 60% over a number of years. The Title I schools in improvement, corrective action or restructuring identified as the persistently lowest-achieving are the Tier I schools. Kansas is not identifying any additional schools in any tier through the “newly eligible” process.

Tier II Schools

In addition to the Title I schools in improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools, secondary schools that are eligible for but do not receive Title I funds will be identified as the persistently lowest-achieving schools. These are the Tier II schools as defined in the School Improvement Grant Final Requirements. Based on the Consolidated Appropriations Act of 2010 and the ED’s Interim Final School Improvement Requirements, Kansas is seeking the waiver that permits Tier II schools to include not only the persistently lowest-achieving secondary schools that are eligible for and do not receive Title I funds but to also include the lowest-achieving secondary schools that are eligible for and receive Title I funds. These additional secondary schools are in the lowest quintile regarding academic achievement or have missed AYP for two consecutive years.

Since there are approximately 270 secondary schools that are eligible for Title I funds, only the lowest 5% will be identified as the lowest-achieving schools. Secondary schools refer essentially to high schools which are buildings culminating in grade 12.

Not only will secondary schools be identified as persistently lowest-achieving based on academic achievement but also on graduation rate. Any secondary school that is eligible for

Title I funds with a graduation rate of less than 60% over three years will be added to the list of Tier II schools.

Tier III Schools

The Tier III schools are Title I schools that are identified in improvement, corrective action or restructuring that are not included in Tier I or Tier II. There are 27 schools that meet the criteria.

Since Kansas is requesting a waiver to exclude schools from Tier I and Tier II which have less than 30 in the all students category (N-Size), it will include in Tier III any schools that were excluded as a result of that waiver.

Academic Achievement and Lack of Progress

The academic achievement for determining the lowest-achieving schools is based on the percent of students at or above proficient (Meets Standard) on the State reading and mathematics assessments combined. The “All Students” group is the one for which results are calculated. The Single Percentage Method as defined in the School Improvement Guidance is used to calculate academic achievement. The schools are ranked according to the combined percent proficient in reading and mathematics.

Lack of progress on those assessments is based on three years of data. Achievement and progress are treated equally in that no differing weights are assigned. Lack of Progress is determined by calculating the academic achievement for three years and then ranking the schools according to their three year combined percent proficient. The schools with the lowest rankings (1 is lowest) are identified as the persistently lowest achieving.

All forms of the State reading and mathematics assessments are included: regular assessments, assessments with accommodations, Kansas Assessment of Modified Measures (KAMM) and the alternate assessments. The results for all students who participated in the assessments are included; this is referred to as the “report card” data. No students with disabilities were “reclassified;” actual assessment performance level results were used.

Excluded Schools

The only schools that are excluded from consideration are those that meet one or more of the following conditions:

- The school had less than 30 students in the “All Students” category in the most recent assessment administration. Kansas is requesting a waiver to use a “minimum N” of 30 which is the N size in the approved Accountability Workbook. This will prevent very small schools from being identified as persistently lowest achieving based on invalid or unreliable data due to the small number of students on whom that identification is based.

- The school is missing one or more years of data; therefore, lack of progress over three years may not be determined.
- The school's primary purpose is to serve over-age, under-credited students. These students' class has already graduated and they are behind in acquiring credits for graduation.

Posting

The definition and list of persistently lowest-achieving schools are posted on the Kansas State Department of Education's American Recovery and Reinvestment Act (ARRA) website at <http://www.ksde.org/Default.aspx?tabid=3498> and on the Federal Programs Title I School Improvement website at <http://www.ksde.org/Default.aspx?tabid=405>.

B: Evaluation Criteria

Background Information

The Kansas State Department of Education (KSDE) has in place the Kansas System of School and District Support which provides technical assistance to districts and schools. Components of the system include The Kansas Learning Network and the Kansas School Improvement Process. The KSDE will continue utilizing the processes and procedures that are in place in Kansas as well as establishing new practices when working with Tier I and Tier II school requirements.

Kansas Learning Network

The KSDE has developed, in association with Cross & Joftus, LLC, a collaborative district and school improvement model called The Kansas Learning Network (KLN). Every district and school that is identified as in improvement currently participates in a cohort. This collaborative approach involves a needs assessment (district effectiveness appraisal), technical support and collaboration among Learning Network members. KSDE will expand the network to support schools identified in Tier I and Tier II (3 districts) that are not currently in the Kansas Learning Network.

The Network operates at two levels — district and school. **At the district level**, all districts in improvement (currently 17 across the state) begin by signing a Memorandum of Understanding (MOU) that details the responsibilities for participation of each party (i.e., district on improvement, KSDE, and Cross & Joftus, LLC). Part of the detailed district responsibilities are to “implement appropriate reforms effectively and efficiently” and “implement recommendations that will result in high-performing schools and increased student achievement.” These recommendations, as stated in the MOU, “may include strategies, up to and including, closure or complete restructuring of a persistently lowest-achieving school.” A sample Kansas Learning Network Memorandum of Understanding (MOU) is in Appendix A.

The process begins with each district undergoing a three-day, comprehensive assessment (district effectiveness appraisal) that is organized into four key focus areas:

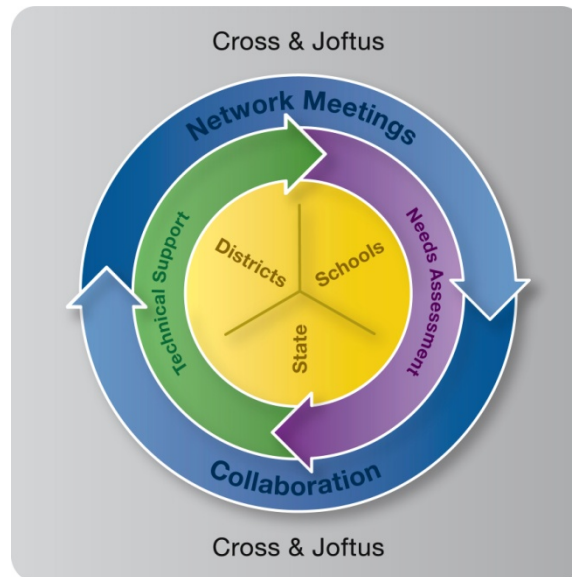
- Curriculum and Assessment
- Instruction and Professional Development
- Leadership
- Culture & Human Capital

Note: Each focus area includes KLN Standards and Supporting Indicators of School Improvement that are in Appendix B.

These focus areas provide a helpful structure for the interviews, focus groups, and classroom observations that are components of the appraisal process. The assessment involves stakeholders in the district, including certified staff and classified staff, parents, community members, business representatives and the Board of Education. Both qualitative and quantitative data are utilized to determine not only strengths but weaknesses that are keeping the district and any of its schools in improvement, corrective action, or restructuring. The appraisal results often include subgroup and systemic district issues such as lack of district coherence. A final report is written based on all the data that is collected during the appraisal visit.

The Learning Network™

Rethinking School Improvement



The district needs assessment findings identify key challenge areas that could benefit from the help of an external expert or a team of experts. With the help of Cross & Joftus, LLC the district identifies up to three priority issues to receive immediate attention. Support is provided by both members of the Cross & Joftus, LLC project team and if needed, other content experts from the field. Each district is assigned a District Facilitator employed by Cross & Joftus, LLC. Facilitators assist the district in developing a technical assistance plan tied to the district improvement plan and the findings in the Cross & Joftus final report. In the first year, the district receives twenty-four days of focused technical assistance based on the three priority areas. In the second and third year, the district receives 30 days per year of technical assistance. The district also participates in three network meetings a year and is encouraged to collaborate on various projects. These projects have included statewide formative assessment creation, instructional model development, and sharing best practices, such as teacher evaluation procedures. KSDE staff members serve on district appraisal teams throughout the process. A KSDE School Improvement Team member is also assigned to the district to assist in improvement initiatives.

The KSDE also participates in the Kansas Learning Network as a partner with the districts and schools in improvement. This included a KSDE needs assessment (state agency effectiveness appraisal) which focused the agency on making improvements in several priority areas to serve Kansas districts and schools more effectively. These priority areas included focusing the agency on effective technical assistance and improvement in internal and external processes.

At the school level, every school in improvement (currently 32 in the state) has been assigned through the Kansas Learning Network an “Implementation Coach” (IC). The role of the IC includes the following:

- Collaborate and provide support to the State Technical Assistance Team (STAT), building principal, and district personnel to establish a strong school improvement plan.
- Provide coaching to the building principal regarding successful implementation of the school improvement plan.
- Provide support to the building staff around the Kansas System of School and District Support that includes the Kansas Indicators of District and School Support Correlates.
- Work effectively with local educators, families, and diverse communities on implementation of the school improvement plan.
- Provide content and pedagogy expertise in reading and/or mathematics.
- Provide knowledge of and expertise in the implementation of Multi-Tier System of Supports (MTSS).
- Provide knowledge of and expertise with the essential educational issues of the English Language Learners (ELL) population.
- Provide knowledge and expertise to support both effective curriculum development and instruction.
- Submit a report of coach and school activities, progress made by the school, and identified barriers to success.
- Integrate with the work of The Kansas Learning Network and serve as a subcontractor to Cross & Joftus.
- Assist schools/districts with identification of possible technical assistance needs.

IC’s were selected in a competitive application process facilitated by the KSDE, with priority given to individuals who had expertise and experience in turning around persistently lowest-achieving schools. ICs are trained, evaluated, and supervised by Cross & Joftus, LLC. The KSDE, district representative, and building principal receive a technical report after each bi-weekly visit made by the IC. This includes a recap of the visit and goal setting for expectations of the next visit. A copy of a sample Implementation Coach and Principal Meeting Report is found in Appendix C.

Kansas School Improvement Process

Every school in Kansas that is in improvement is required to write a school improvement plan. The first stage of the school improvement process requires each school to conduct a needs assessment before writing its school improvement plan. The needs assessment process includes analyzing achievement, perception, contextual (school processes/programs) and demographic data. Schools select a leadership team that includes principals, teachers, classified staff, parents, community members, and external content experts to assist in the school improvement process. Utilizing The Kansas Improvement Notebook, the school improvement plan is organized around the following eight steps: A copy of the Kansas Improvement Notebook is found in Appendix D.

- Stage 1: Orientation and Readiness
- Stage 2: Gather and Organize Data (Needs Assessment)
- Stage 3: Analyze Data (Needs Assessment)
- Stage 4: Prioritize and Set SMART Goals
- Stage 5: Research and Identify Scientifically Based Research Strategies
- Stage 6: Develop and Implement the School Improvement and Results Based Staff Development Plan
- Stage 7: Monitor Implementation and Progress
- Stage 8: Review and Revise

The school improvement plan has become the road map for improving student achievement.

Feedback is a critical aspect of the school improvement process. The school is asked to go through a peer-review process in which it receives feedback from other districts and schools that are participating in the peer review. The IC becomes a critical friend that works with the school bi-weekly, focusing on fidelity of implementation of the school improvement plan. A KSDE school improvement staff member is also assigned to each school for technical assistance. This process will continue for all Tier I, Tier II, and Tier III schools.

Multi-Tier System of Supports (MTSS) and School Improvement

Multi-Tier System of Supports (MTSS) is a term used in Kansas to describe how schools provide supports for each child in their building to be successful and the processes and tools school staff use to make decisions. MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve to high standards.

Cross and Joftus, LLC will assist the schools and the district in assessing their capacity utilizing the MTSS Innovation Configuration Matrix (ICM) as part of the needs assessment (school effectiveness appraisal). This tool will assist the district and schools in understanding the structures and processes necessary to implement a sustainable system. More information about the MTSS process in Kansas is found at www.kansasmtss.org. The ICM, which will help assess building and district capacity is found in Appendix E.



*Kansas Multi-Tier
System of Supports*

B. Evaluation Criteria – Part 1, (1)-(3)

Needs Assessment

Tier I and Tier II Expectations

The Kansas State Department of Education will utilize the Kansas Learning Network processes that are currently in place and also KSDE developed tools to work with districts as they plan for Tier I, Tier II and Tier III interventions. Implementation Research: A Synthesis of the Literature by Fixsen, Naoom, Blase, Friedman, and Wallace discusses six steps of implementation which will guide the KSDE, KLN and districts and schools through this change process. They are

1. Exploration and Adoption,
2. Program Installation,
3. Initial Implementation,
4. Full Operation,
5. Sustainability, and
6. Evaluation.

Process Timeline Based on the Six Steps of Implementation

| Implementation Steps | Timeline |
|--|--|
| <p>Exploration and Adoption</p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> o Achievement Data <ul style="list-style-type: none"> ▪ School Leading Indicator Report ▪ School AYP Data ▪ School Report Card Data o Perception Data o Contextual (school processes/ programs) o Demographic Data 2. Selection of Model <ul style="list-style-type: none"> o School Improvement Model Selection Rubrics 3. Capacity of District <ul style="list-style-type: none"> o Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts o Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal o Sustainability Plan 4. Goal Setting 5. Completion of Stages 1 through 4 in School Improvement Process 6. LEA Application 7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification 8. Budget Negotiation 9. Approval of LEA Application by KSDE | <p>February 2010 through May 2010</p> |
| <p>Program Installation</p> <ol style="list-style-type: none"> 1. Completion of Stages 5 through 8 in School Improvement Process 2. Peer Review of School Improvement Plan 3. Resource Realignment 4. Initial Training of School Staff on Identified Model 5. Family and Community Information Sessions | <p>May 2010 through August 2010</p> |
| <p>Initial Implementation</p> <ol style="list-style-type: none"> 1. Continuation of School Staff Training 2. Beginning of School Year 3. Student Orientation Sessions on School Changes 4. Families and Community Orientation Sessions on School Changes | <p>August 2010</p> |
| <p>Full Operation</p> <ol style="list-style-type: none"> 1. Continuation of School Staff Training 2. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 3. Bi-Monthly Monitoring by KSDE Staff 4. Student Orientation Sessions on School Changes 5. Family and Community Orientation Sessions on School Changes | <p>August 2010 through May 2011</p> |
| <p>Innovation</p> <ol style="list-style-type: none"> 1. Analysis of Year One Data 2. Revisions to School Improvement Plan 3. Continuation of School Staff Training | <p>June 2011</p> |
| <p>Sustainability</p> <ol style="list-style-type: none"> 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign | <p>August 2011</p> |

Needs Assessment Process for Tier I and Tier II Schools

The KLN and the KSDE will provide a needs assessment consultation with the district and the schools identified in Tier I and Tier II. This consultation will provide support to the district and schools to help them organize their needs assessment around four correlates of school improvement identified in the KLN process. These correlates are:

- Leadership
- Culture & Human Capital
- Instruction and Professional Development
- Curriculum and Assessment

Both quantitative and qualitative data will be collected as part of the school's needs assessment. This will include achievement, perception, contextual (schools processes & programs) and demographic data. A prescriptive root cause analysis will also be a part of the process.

Included in the needs assessment will be the **School Leading Indicator Report** which will be used to hold schools accountable that are receiving the School Improvement Grant funds. These metrics will be utilized not only to serve as benchmarks for the beginning of the process but also to measure progress over time on the school improvement grant. The School Leading Indicator Report, which is part of the local application, is shared in Appendix F.

The school will also continue to review the most recent **KSDE School and District Report Card** and the **KSDE School and District AYP Report**. This data is used to determine if a school has made AYP in the 2009-2010 school year and will also be included in the school's needs assessment. Sample reports are found in Appendix G and H.

The school and its district, using baseline data from the **School Leading Indicator Report**, will then collaborate with the KLN Team and the KSDE staff to select the appropriate intervention model utilizing the **Intervention Model Selection Rubrics**. These tools describe the expectations of KSDE for fidelity of implementation of the model, and will guide the district in the selection of an intervention model. These rubrics are contained in Appendix I.

Goal Setting

Every school in Tier I and Tier II would be expected to complete their needs assessment and begin the process of updating their school improvement plan to match the intervention model they have adopted as part of the LEA application. Stages 1 through 4 of the Kansas School Improvement Process would be completed when the LEA submits its application to KSDE. The stages include:

- | | |
|----------|--------------------------------|
| Stage 1: | Orientation and Readiness |
| Stage 2: | Gather and Organize Data |
| Stage 3: | Analyze Data |
| Stage 4: | Prioritize and Set SMART Goals |

The school will articulate the SMART Goals and establish benchmark objectives (measurable targets) to be met throughout the first year of implementation. The IC's and KSDE staff will monitor these goals during the year.

The LEA will work with the KSDE, the KLN and the IC throughout the development of the needs assessment and the goal setting process. The KLN will utilize the following instruments during the Exploration and Adoption phase to determine the capacity of the district to support the schools:

Exploration and Adoption

- Needs Assessment using the Innovation Configuration Matrix for Schools
 - Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card Data
 - Perception Data
 - Contextual (school processes/ programs)
 - Demographic Data
- Selection of Model
 - School Improvement Model Selection Rubrics
- Capacity of District
 - Capacity Appraisal using Innovation Configuration Matrix for Districts
 - Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal
 - Sustainability Plan
- Goal Setting
- Completion of Stages 1 through 4 in School Improvement Process
- LEA Application
- LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification
- Budget Negotiation
- Approval of LEA Application by KSDE

If it is determined that the district does not have the capacity to support the school during this process, the school improvement grant request will be denied. However, further technical assistance will be provided by the KLN and the KSDE to build capacity for the LEA to implement the selected model in their schools.

A critical component to determine if the district has the capacity to support the selected intervention model will be a detailed budget analysis, examining all state and federal funds utilized in the building. This component will be included in the Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal, which is elaborated on in Part 2. The LEA will also provide a detailed narrative on each budget line item submitted in the LEA application.

B. Evaluation Criteria – Part 2, (1)-(5)

Approval of LEA Application

An oral presentation by the LEA will be made to KSDE staff during the month of May 2010. The LEA will share in depth information on the Needs Assessment they have completed using the Innovation Configuration Matrix (ICM) for Schools, their process for selection of the Intervention Model(s), their capacity to implement the selected intervention model and their sustainability plan and the goal setting process. Finally, included in this process will be an explanation of the actions the district has taken to:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

The LEA Application Scoring Form (Appendix K), will be utilized by KSDE staff to rate each of the above-mentioned areas. Also, the Intervention Models Rubrics (Appendix B) which the LEA is to complete during the Exploration and Adoption phase of the Implementation Process and prior to the presentation will be used in conjunction with the scoring form to provide the LEA with focused and meaningful feedback. An integral part of the presentation visit will be for the agency and district staff to have the opportunity to ask clarifying questions and to negotiate changes in the plan and budget.

In order to complete the Exploration and Adoption Phase of the Implementation process the school will need to complete Stages 1 through 4 in the School Improvement Process. The school would be expected to complete and update the rest of the school improvement plan, Stages 5 through 8, by the time school starts. In early August 2010, all school staff will review the revised plan and give input.

The LEA application is provided in Appendix J. The LEA Application Scoring Form used to evaluate the written application and to be used in the oral presentation is in Appendix K.

C: Capacity

The KSDE will work with district staff to help them understand the responsibility and capacity issues a district may have when addressing single and/or multiple Tier I and Tier II schools.

It is important to notice that of the five districts that have schools identified in Tier I and Tier II three have multiple schools. The following information from the guidance will be considered when determining if a district has capacity to truly serve all Tier I and Tier II schools.

Requirements for Serving Tier I, Tier II, and Tier III

| IF AN LEA HAS ONE OR MORE... | IN ORDER TO GET SIG FUNDS, THE LEA <u>MUST</u> COMMIT TO SERVE... |
|---|---|
| Tier I, Tier II, and Tier III schools | Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school. (1) |
| Tier I and Tier II schools, but no Tier III schools | Each Tier I school it has capacity to serve; at a minimum, at least Tier I school OR at least one Tier II school (1) |
| Tier I and III schools but no Tier II schools. | Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school. |
| Tier II and Tier III schools, but no Tier I schools | The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes |
| Tier I schools only | Each Tier I school it has capacity to serve |
| Tier II schools only | The LEA has the option to commit to serve as many Tier II schools as it wishes |
| Tier III schools only | The LEA has the option to commit to serve as many Tier III schools as it wishes. |

(1) The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.

Systemic Coherence and Capacity Addendum

A critical part of the Exploration and Adoption phase will be completing all nine steps which include:

1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools
2. Selection of Model
3. School Improvement Model Selection Rubrics
4. Capacity of District
5. Goal Setting
6. Completion of Stages 1 through 4 in School Improvement Process
7. LEA Application Submission
8. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification
9. Budget Negotiation

The KSDE will use all of the above to determine if a district has the capacity to serve all schools.

After the school consultation meeting, the KLN District Facilitator, the KLN Implementation Coach and KSDE staff will meet with the District Superintendent and a District representative to discuss the systemic coherence and sufficient capacity in the district to support implementing each school's intervention model. Systemic coherence is one of the key theoretical lenses through which districts are analyzed as part of the Kansas Learning Network. Coherence means that "the elements of a school district work together in an integrated way to implement an articulated strategy." Capacity, as used here, is defined as the ability of the district to support the school in achieving progress on the School Leading Indicator Report, addressing issues in the school(s) and district needs assessment (district and/or school effectiveness appraisal), and implementing with fidelity the chosen model.

A Systemic Coherence and Capacity Addendum to the District Appraisal will be produced to insure the district and the Tier I and Tier II schools have the capacity to implement the selected model. This addendum will include specific recommendations for the district to ensure they have the systemic coherence and sufficient capacity to engineer a successful implementation of the model. Appendix L and M contain a sample District Effectiveness Appraisal Final Report and a Systemic and Coherence Capacity Addendum to the District Effectiveness Appraisal.

Kansas has one LEA that has more than one Tier I school. KSDE has established a set of action steps to follow when an LEA may have more capacity than it has demonstrated on its application. These include:

- A review of the District Appraisal
- A review if each Building's Needs Assessment
- A request for clarifications
- A negotiation process

The Kansas State Department of Education (KSDE) staff will meet with the LEA and if necessary, provide technical assistance to assist the LEA in realizing its capacity and its commitment as a School Improvement Grant recipient. The KSDE will require that evidence be submitted to verify any “lack of capacity” claim by an LEA to implement one of the four required intervention models in an identified Tier I school. If after examining the evidence and meeting with the LEA, the KSDE believes that an LEA has more capacity than it demonstrates, the KSDE will require the LEA to amend its School Improvement Sec. 1003(g) application.

Systemic Coherence and Capacity Indicators

Leadership

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

Culture and Human Capital

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

Instruction and Professional Development Culture

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development
- Use of professional learning communities to analyze data and plan for improvement.

Curriculum and Assessment

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

All of the school leading indicators identified in the **School Leading Indicator Report** will be considered as baseline data, reviewed as part of the process, will ultimately help determine if the district has capacity to implement the plan, and will be included in the **Systemic Coherence and Capacity Addendum**.

In the leadership section of the **Systemic Coherence and Capacity Addendum**, there will be specific recommendations about the budget and the district's use of resources in a way that is aligned with the its theory of change and strategy. This includes an analysis of all federal and state funds that the school has received and how staff are planning to utilize these funds for implementation of the intervention model. KLN and KSDE staff will discuss with the district and the building staff the specific recommendations about the budget and how the grant will support implementation of the model. The district will be asked to sign an assurance that the resources will be spent to support fidelity of implementation of the model in each Tier I and Tier II school.

D. Descriptive Information – (1)-(8)

(1) KSDE has developed an aggressive timeline to insure both the SEA and LEA meet the required deadlines.

1. State application is submitted February 22, 2010.
2. **Exploration and Adoption of Model:** The LEA, in order to be proactive to meet implementation guidelines, begins the planning phase even before the SEA application is approved.
 - a. While waiting for the approval of the State application, KSDE will offer bi-weekly conference calls and/or webinars for schools in Tier I and Tier II to provide assistance for *exploration and adoption* of an intervention model.
 - b. School Needs Assessment in collaboration with KLN utilizing the Innovation Configuration Matrix (ICM) is completed.
 - c. School Leading Indicator Report is completed.
 - d. School Intervention Model Selection takes place.
 - e. Systemic Coherence and Capacity Addendum to District Appraisal is completed.
 - f. Sustainability Plan is developed.

3. KSDE is anticipating a two phase application process. Districts with Tier I and Tier II schools will apply in the spring. Tier I and Tier II schools will be expected to complete the following:
 - a. Grant application completed within 30 days after state receives approval.
 - b. Oral presentation to KSDE by LEA on nine steps in the Exploration and Adoption Phase.
 - c. Budget: The schools are required to submit a district budget for three years and individual building budgets for each year. These must include a narrative of each line item. The SEA will receive these budgets before the oral presentation. During the presentation there will be an opportunity to discuss the budgets. The SEA will negotiate with the LEA on any line item that does not meet the expectations of the grant.
 - d. Grant funds released to LEA after May State Board of Education meeting based on availability of funding and grant review.
4. Districts with Tier III schools will apply by July 2010 to be eligible for approval before the State Board of Education meeting in July.
5. **Program Installation and Initial Installation:** District utilizes summer to plan for implementation with staff.
6. **Full Operation:** Schools will implement the intervention model at the beginning of the 2010 school year.

(2) The goal of the persistently lowest-achieving schools is to make adequate yearly progress and exit improvement status. The KSDE will work with districts and will take bold steps with Tier I and Tier II schools to adopt a model and make significant changes in these low performing schools. The KSDE currently uses The Kansas Improvement Notebook to assist schools in writing measurable goals after completing their needs assessments.

School Districts will be expected to update and rewrite the initial part of the Kansas School Improvement Plan to submit with their application through Stage 4. As part of the presentation to the KSDE, the school district, the school, and the KLN will agree upon goals and measurable benchmarks. These objectives will be tied, not only to academic targets (e.g., Math and Reading), but to implementation objectives on fidelity of implementation of the selected intervention model.

The IC would continue to work bi-weekly with the school throughout the school year on the implementation of the school improvement plan. Goals will be monitored monthly by

the IC and bi-monthly by KSDE staff. A follow-up technical assistance report will be filed with the building principal, district personnel, KLN staff, and KSDE after each visit. The district will receive technical assistance from KSDE after each visit and if corrective action needs to be taken, a plan will be written immediately. Grant monitoring of expenditures will be part of this monitoring visit.

Tier I and Tier II schools will be required to provide an Annual Progress Report to be completed by August, 2011 that will include analyzing progress on goals, updating the School Leading Indicator Report, and determining AYP status using the AYP Report and School Report Card. Feedback will be given to the district that will be used in setting new annual goals or in discontinuing the grant.

- (3) KSDE will first approve all Tier I and Tier II applications. Tier III applications will be completed as soon as possible after Tier I and Tier II applications are approved.

Tier III schools that receive funding under this grant will be monitored by both an IC employed by Cross & Jofus, LLC and a KSDE staff member. Each school will develop a school improvement plan and must attend a peer review. Schools will be asked to set measurable objectives annually. These objectives will be negotiated after the presentation given to the KSDE by each district. These measurable objectives will become baseline data and then will be monitored bi-monthly by both the KSDE staff and the IC. If schools do not meet the identified objectives, additional technical assistance will be provided by the KLN and the KSDE staff. Also, the KSDE will provide compliance monitoring for the Tier III schools, which includes an annual visit. Grant funding will cease if the school does not fulfill the grant obligations.

- (4) It is important that the district, the school, and the KSDE work together to make sure the school improvement plan and the model selected will be implemented with fidelity. The following roles will be clearly articulated:

- The KSDE will work with the **superintendent** to clearly understand the responsibilities and assurances that must be provided to KSDE before the grant is approved.
- The KSDE will ask the district to designate a **district contact** for school improvement. This contact person, along with the superintendent, will receive all correspondence from the KSDE on school improvement issues in their district. This person will also be the contact person for questions about the school improvement grants awarded to the district. In larger districts this person will be responsible for schools in improvement and will report directly to the superintendent.
- The **district facilitator** for KLN will continue to work with the superintendent and the district contact for school improvement. They will also consult with the IC for each school to be sure the district plan aligns with the school improvement plan.

- The KSDE currently assigns an **Implementation Coach (IC)** to all schools on improvement. Their role is to coach building leadership to fully implement the school improvement plan with fidelity.
- A **KSDE staff member** is assigned to each district. The KSDE staff member facilitates the training on the writing of the school improvement plan, oversees the peer review of the plans, and approves the final plans. The KSDE will monitor Tier I and Tier II schools bi-monthly, including looking at grant over site, implementation of the plan, and serve as the contact for questions and technical assistance.

(5 & 6) The KSDE met with the Committee of Practitioners and received input on how to prioritize School Improvement Grants if sufficient funds are not available. They recommended the greatest need be determined by the size of the school, the number of years on improvement, and capacity of the district and schools to implement effective change. The same criteria will be used to prioritize Tier III schools. We will also give priority to Tier III schools that choose to implement a model.

(7) The KSDE does not have the authority in Kansas to take over a school. The KSDE will monitor each Tier I and Tier II school, will provide technical assistance, and will write corrective action plans before grant funds are terminated.

(8) The KSDE is not planning to provide services directly to any schools in the absence of a takeover. We will continue to collaborate on technical assistance with external providers, such as Cross & Joftus, LLC.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION

KSDE will reserve 5% to assist with state activities. The School Improvement Grant will require monthly monitoring and KSDE will be required to add additional staff to their school improvement staff. Every school will be assigned an implementation coach (IC) that will work with each school in Tier I, Tier II, and Tier III. Implementation coaches, employed by Kansas Learning Network, will work with the principal and leadership team to insure implementation of the school improvement plan and school improvement grant. Implementation coaches will visit each school every other week and provide the KSDE a technical report.

A portion of the 5% will be used to conduct an outside evaluation of The Kansas System of School and District Support, including the Kansas Learning Network. The purpose of the evaluation will be to evaluate the technical assistance that the KSDE and the Kansas Learning Network are providing to districts and schools on improvement.

Currently, KSDE has templates, resource books, handbooks and training modules to support schools and districts on improvement. KSDE anticipates creating a web-based school improvement process which will integrate all improvement initiatives at the KSDE, including school improvement, Title II A, Title III, and IDEA. We envision a system that would be customer friendly for schools and districts and would integrate different federal timelines and expectations.

G. CONSULTATION WITH STAKEHOLDERS

The KSDE has provided Consultation with the following Stakeholders:

- The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.
 - Met January 14, 2010
 - Met February 11, 2010

The SEA may also consult with other stakeholders that have an interest in its application.

- The SEA has consulted with other relevant stakeholders
 - Webinar for superintendents of each district that have schools identified in Tier I, Tier II, and Tier III – February 11, 2010
 - Weekly consultation with Cross & Jofus, LLC
 - Presentation and input at the KSDE Curriculum Director's Meeting – January 22, 2010
 - Presentation and input at KSDE ESOL Director's Meeting – February 16, 2010

H. WAIVERS

The KSDE requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public by posting information on its Web site and has attached a copy of, or link to, that notice. KSDE has posted this information at: <http://www.ksde.org/Default.aspx?tabid=3498>

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

APPENDICES

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| APPENDIX A: | Kansas Learning Network Memorandum of Understanding |
| APPENDIX B: | KLN Standards and Supporting Indicators of School Improvement |
| APPENDIX C: | Implementation Coach (IC) and Principal Meeting Report |
| APPENDIX D: | Kansas Improvement Notebook |
| APPENDIX E: | MTSS Innovation Configuration Matrix |
| APPENDIX F: | School Leading Indicator Report |
| APPENDIX G: | KSDE School and District Report Card |
| APPENDIX H: | KSDE School and District AYP Report |
| APPENDIX I: | Intervention Model Selection Rubrics |
| APPENDIX J: | LEA Application |
| APPENDIX K: | LEA Application Scoring Form |
| APPENDIX L: | Sample District Effectiveness Appraisal Final Report |
| APPENDIX M: | Systemic and Coherence Capacity Addendum to District Effectiveness Appraisal |
| APPENDIX N: | Tier III Application with No Model |
| APPENDIX O: | KSDE Agenda for School District “Presentation” Visit |