

### 3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p><b>Option A</b></p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</li> </ul>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ul>
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**Note:** Kansas State Department of Education submitted the initial Kansas Educator Evaluation Guidelines to the U.S. Department of Education for Peer Review in June 2012. Portions of the updated May 2013 guidelines are included in the Kansas ESEA Flexibility Request as well as continued revisions and updates from August 2013 through May 2014. These additional updates have been accomplished through ongoing communication and support from USDE. The guideline regarding student achievement/growth as a significant factor in educator evaluations is complete - therefore, Option B is checked. Educators will demonstrate student achievement/growth in more than one way while utilizing appropriate, valid and reliable student growth measures included on a KSDE default list of student growth measures. Districts will not use measures aside from the default list without proper justification and prior approval, based on a state approved criteria checklist, of the KSDE.

Links to supplementary documentation and examples are included in a table that begins on page 57 of this document. A more complete list of accompanying documents, including some that are not specifically referenced in the text, may be found at: <http://community.ksde.org/Default.aspx?tabid=5791>

## Introduction

The Kansas State Department of Education (KSDE) believes that a high-quality educator evaluation system (comprised of student growth measures, an Instructional Practice Protocol, and a final summative rating) is critical for informing educators about performance and key to continual improvement of instruction leading to increased student learning and achievement. During 2013-2014 academic year and prior, all evaluations systems in Kansas were without the requirement of using student growth measures and having a final summative rating. 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*. This 3 part process is now known as an “educator evaluation system” for Kansas.

The various Instructional Practice Protocols used by school districts across the State of Kansas were selected based on varied and comprehensive research about professional educator growth models, effective teaching and leading, and professional learning studies. In addition, the standards of two important organizations, Interstate School Leaders Licensure Consortium (ISLLC) and Interstate Teacher Assessment and Support Consortium (InTASC), informed decisions in constructing the Kansas Educator Evaluation Protocol (KEEP), the state default educator Instructional Practice Protocol for Kansas educators. The LEA Determined Instructional Practice Protocols are choices made by school districts in Kansas.

The Kansas Educator Evaluation Protocol (KEEP), with the addition of Student Growth Measures and a final summative evaluations rating for 2014-2015, is the default State of Kansas educator evaluation system. All Kansas Instructional Practice Protocols are used by teachers, building administrators and district leadership to capture and analyze multiple data points for formative and summative review processes. The use of these protocols will define and clarify expectations for improvement, especially for the teaching and learning of all Kansas students, through enhancement of communication and delineation and prioritization of professional, building and District goals.

The KEEP and the LEA Determined educator evaluation systems reflect a commitment by the KSDE, in partnership with students, educators, families and community stakeholders, towards improving education in the state. All educator evaluation systems in Kansas school districts ensure that all educators exhibit personal and professional integrity, fairness, and ethical behavior in decision-making for students and in performing the duties of their positions.

The KEEP educator evaluation system and the LEA Determined 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 connected to district improvement goals;
- reflect a systems approach that supports professional integrity;
- inform personnel decisions;
- meet statutes regarding educator evaluations.

# Guideline 1 Description

## Used for Continual Improvement

Formative evaluation of educator effectiveness should be based on multiple observations over time. Formative evaluations allow educators time to reflect on and improve effectiveness ([Popham, 2013](#)), guide professional learning opportunities leading to growth, and contribute to school and district improvement goals. Although no specific number of observations is required, KSDE suggests that multiple observations per year should occur for all teachers and principals. Inexperienced teachers and principals, or teacher and principals who have been evaluated as Developing or Ineffective, will benefit from more observations per year ([Hinchey, 2010](#)) as a means of providing appropriate guidance to assist them in identifying areas of weakness and improvement of practice.

Within each guideline of this waiver, KEEP and LEA Determined educator evaluation systems are addressed within each subtitle.

### Key Milestones and Activities:

#### History

##### *Kansas Educator Evaluation Protocol (KEEP)*

During the development of the KEEP program, KEEP Design Participants identified and developed four instructional practice areas of focus, or “Constructs”, to improve instructional practices and increase student learning and achievement. These Constructs were identified through extensive research of other high quality evaluation systems, and consist of: 1) Learner and Learning, 2) Content Knowledge, 3) Instructional Practice, and 4) Professional Responsibility.

In the KEEP system, the constructs are further defined by relevant components. These components reflect the research-based practices of education that impact student achievement. For example, within the Learner and Learning construct, critical components include:

- 1.1) The teacher plans instruction based on learning and developmental levels of all students.
- 1.2) The teacher recognizes and fosters individual differences to establish a positive classroom culture.
- 1.3) The teacher establishes a classroom environment conducive to learning.

##### *LEA Determined Educator Evaluation Systems*

Kansas has chosen to provide maximum flexibility to its districts by encouraging them to choose an educator evaluation system that fits their district directions best. Districts may choose from the KEEP educator evaluation system, purchase a commercial educator evaluation system from a vendor, or use a locally created educator evaluation system.

## Ongoing

### ***Kansas Educator Evaluation Protocol (KEEP)***

Rubrics are designed to differentiate between the four performance levels of each of the components. The rubrics are organized by the KEEP Constructs and Components, and guide the practitioner and the evaluator through the examination and assessment of educator practice. The rubrics assist in the collection and selection of evidence (observations, artifacts, surveys, assessments, portfolios) submitted to the KEEP web-based data repository to support the evaluation process. Careful alignment of the teacher rubrics were made with the [InTASC Performance Standards](#). A parallel process was used to align the building and district leaders rubrics with the [ISLLC Educational Leadership Policy Standards](#).

In 2011-2012, an initial pilot with 17 districts resulted in feedback about the Kansas default model (KEEP), which addressed philosophical differences, and trouble-shot technical difficulties. A second pilot of 24 districts (a combination of select districts from the first pilot and new districts) in 2012-2013 resulted in more specific feedback related to the evaluation process, the online repository system, and resulted in the third revision, released in April 2013. The current KEEP system is working well and is being used by 90 districts across Kansas in 2013-2014.

During the 2013-2014 academic year, Pilot III was conducted in 90 KEEP districts throughout the state (the first year for piloting KEEP for *most* districts). The steps for implementation of Pilot III are as follows:

All LEAs Evaluation System Including the KEEP State System, LEAs Selected Vendor Models and LEAs Created Models	
Descriptive Steps	Timeline
1. Districts select an Evaluation System that conforms to the Waiver 6 Guidelines	1. September 1, 2012 – February 15, 2013
2. Districts submit D2 Assurances form to verify with the KSDE that their Evaluation System meets the Waiver 6 Guidelines	2. March 1, 2013 and every March 1 thereafter
3. District and Schools administrations learn the new Evaluation System and Data Repository	3. June 1, 2013 – November 30, 2013
4. District and Schools administrations make process and policies decisions	4. September 30, 2012 – March 30, 2014
5. District administrations hold in-service trainings for staff to learn the new Evaluation System and Data Repository	5. June 2013 – October 31, 2013
6. First-cycle teachers are evaluated in Fall 2013, process is introduced to administration and staff	6. August 15, 2013 – November 30, 2013
7. Second-cycle , 3 <sup>rd</sup> and 4 <sup>th</sup> year, and 5 <sup>th</sup> year and beyond teachers are evaluated in Spring 2014, process is re-experienced and further learned by administration	7. August 15, 2013 – February 15, 2014
8. District administration reviews yearly process, updating policies and processes from their learned experiences	8. March 1, 2014 - July 30, 2014
9. Summer 2014 District and School administrations plan for the next year of training and evaluations	9. May 1, 2014 – July 30, 2014

Between May 1 and December 31, 2013, suggestions for improvements and enhancements to KEEP were collected through the KSDE Information Technology data tracking system (Footprints), emails and phone calls from the field, and from face-to-face trainings in the field. Pilot III district input led to additional enhancements to the KEEP Repository. On February 19, 2014, a KEEP Debriefing was conducted in Wichita with the coordination of the Regional Education Lab (REL). Two educators from each KEEP district across the state attended the debriefing to provide constructive feedback allowing for enhancements to the KEEP system prior to 2014-2015 full implementation.

In late spring of 2014, a Statewide Educator Evaluation User Group Advisory Council will be assembled to develop networks in the field for users of all Kansas evaluation systems. Representation within the council will be from districts within each of the 10 Kansas State Board of Education districts and will meet quarterly.

Following analysis of suggested improvements and enhancements, KEEP Debriefing data analysis, and survey data analysis, approved enhancements were made to the KEEP system. By June 1, 2014, all of the new technology upgrades will be complete and in place for 2014-2015. All collected data will result in the first annual report to be dispersed to state, legislative, and federal entities by August 31 of each academic year.

The KSDE is facilitating all trainings relevant to the identification of appropriate student growth measures, student growth as a significant factor and evaluator inter-rater agreement. This is accomplished using Educational Service Centers, educational consultants, KSDE trained trainers representing various regions in the State of Kansas and KSDE staff facilitated trainings. Furthermore, online guidance documents, web-based training videos, a teachers-based KEEP Online Guided Practice and scheduled webinars complement the rigorous face-to-face training model.

### ***LEA Determined Educator Evaluation Systems***

Technical guidance is provided to LEAs interested in selecting an evaluation system other than KEEP. A process was initiated for districts to choose an evaluation system from a vendor or use a locally created system by the deciding district. Development of a document, the D-2 Assurance Form, consisting of the six guidelines addressed by this waiver, assures that districts are using an evaluation system that meets or exceeds those guidelines. The D-2 Assurance Form, due March 1 of each year, is required by KSDE for an evaluation system selected from a vendor or one created locally by a district. In 2013, of 286 districts in Kansas serving 485,147 students, 281 (98%) districts submitted the required Assurance Form. Documentation demonstrates 90 districts are using the KEEP system, 153 districts have selected other vendors, and 46 districts have created their own system with approval from KSDE as of August 2013. All districts, through submission of the D-2 Assurance Form, guarantee adherence to the six waiver guidelines. These assurances are reported annually by March 1 and held at KSDE.

Preliminary data as of April 8, 2014 includes 246 Kansas districts who have completed their online 2014-2015 D2 Assurances forms, with 72 KEEP Districts, 87 McREL districts, 44 e4E districts, and 45 Locally developed evaluation system districts. Some districts use a different evaluations system for their teachers and for their building leaders. This accounts for the overlap in totals.

As of 4/8/2014 2014-2015 TOTAL Submitted	KEEP	McREL	e4E	Greenbush	Danielson	OASYS	Marzano	NASSP	TCAS	Local
246	72	87	44	7	10	1	2	1	1	45

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*. This 3 part process is now known as an “educator evaluation system” for Kansas. Districts are in the process of adapting their chosen Instructional Practice Protocol, by adding student growth measures and a final summative rating in preparation for academic year 2014-2015.

### **Deliverables 2013-2014**

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Quality assurance measures have begun with discussions and dissemination of information about inter-rater agreement to ensure quality of the Instructional Practice Protocols (IPP) to ultimately improve student learning and achievement. A state-wide default list of valid multiple student growth measures has been collected and will be finalized as of May 1, 2014 for the 2014-2015 academic year. The list is currently posted on the KSDE Educator Evaluations webpage entitled Student Growth Measures at <http://community.ksde.org/Default.aspx?tabid=5755>.

Guidance documents for using valid multiple student growth measures have been created. A KSDE reporting system (with a reporting plan and reporting schedule) has been created to provide evidence that reporting processes are affecting continuous improvement at the district and school building levels. Please see <http://community.ksde.org/Default.aspx?tabid=5956>. The Summative Evaluation Matrix will guide districts in effectively determining teacher impact on student learning, in addition to the IPP, and will use appropriate student growth measures.

Additionally, like many other states, KSDE will use Damian Betebenner’s Student Growth Percentiles (SGPs) to estimate how well teachers are helping their students to grow academically. SGPs are less biased against teachers working with disadvantaged students than percent proficient measures. Because SGPs are normed measures, KSDE will be able to use them in the coming three years as state assessments align with the Common Core State Standards in 2013–2014, and then will be further enhanced in 2014–2015 and 2015–2016.

Starting Fall 2014, KSDE will consider any teacher’s median student growth below the 35th percentile, across 4 cohorts and 100 students, as not meeting expectations. KSDE will test several charts and measures for their clarity and accessibility, but as a beginning, KSDE will provide each 4th through 8th grade English and math teacher and the supervising principal with:

1. The median growth percentile for each of the teacher’s classrooms across the most recent four years (trend data);
2. The median student growth percentile for the aggregate of the teacher’s students across the most recent four years (a 4-year summary longitudinal measure);
3. Measures of the spread around both of the above medians: the 35th percentile and the 75th SGPs, as well as the minimum and maximum growth percentiles (box and whiskers charts);
4. Guidance about how this student growth data should be responsibly interpreted.

KSDE has created an electronic tool (the Teacher Access to Student Performance tool, or TASP) that will reflect classroom rosters back to teachers and ask the teachers to confirm their classroom rosters. KSDE will use its current SGP data, to develop and test the infrastructure and charts for delivering the classroom growth data tied to teachers. By reflecting this data back to the teachers, teachers and administrators will begin to converse about the data. KSDE will develop professional learning sessions and resources so the data are understood and interpreted responsibly. It will also validate the student growth data and other measures of teacher effectiveness by comparing and correlating them. Student growth measures will be used in all Kansas educator evaluations starting 2014-2015 and then used to inform personnel decisions in 2017-2018.

Kansas has not had the capability of linking student scores to teachers, but it has been developing that capacity since 2007-2008. These data were fully verified by the end of December 2013, and we will be ready to begin collecting student growth data linked to teachers in Spring 2014. Spring of 2014 will introduce the first assessment aligned to the Kansas College and Career Ready Standards. This first assessment will consist entirely of machine-scorable items. In 2014-2015, performance tasks, essays, and listening items will be added to the test. In Spring 2014-2015 Kansas will be operational with their High Quality Plan. In 2015-2016, test development should be complete. The test will include a stage-adaptive component at this point and no additional substantive changes are expected for the next three years.

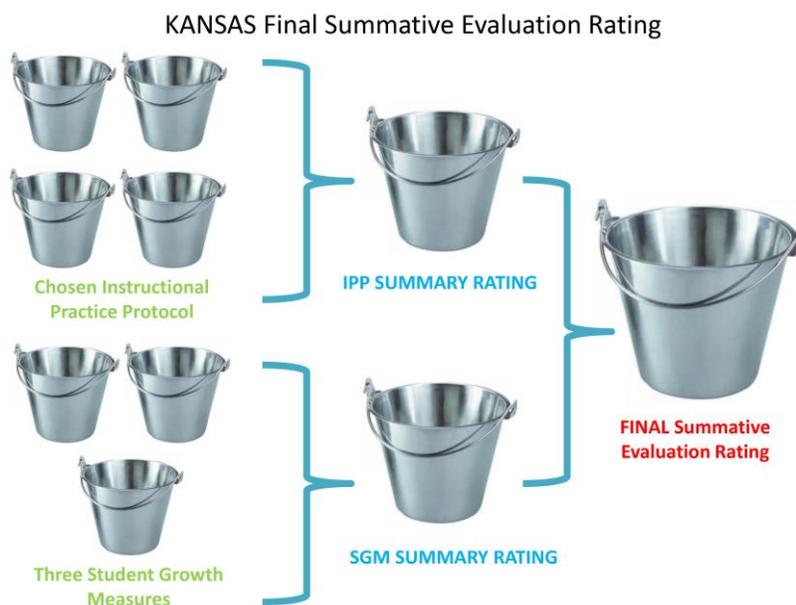
During the 2013-2014 school year, the KSDE conducted a comparison study as the initial step in the implementation of the Kansas plan to determine the association between the educator final summary evaluation rating and Kansas State Assessment scores, which will be used as required student growth measures for those grades and subject areas where the state assessments are given. This was accomplished using 2013-2014 educator evaluation summary data from the state default system (KEEP), the McREL Instructional Practice Protocol evaluation summary data, the e4E Instructional Practice Protocol evaluation summary data, and 2013 state assessment data for math and language arts in all grades. These three combined Instructional Practice Protocols represent 80% of the 286 school districts in Kansas, however the number of districts submitting data was a smaller cohort than all of the districts using each of the various three combined Instructional Practice Protocols. See pages 23 – 32.

Using the four instructional practice areas in KEEP (Constructs) and the five instructional focus areas in McREL (Components), a final instructional practice rating (Instructional Practice Protocol Summary Rating) was identified for each educator. (The instructional practice category is found on the Educator Summary Rating Matrix.) Educator data for the purpose of this study was the aggregate of all included educators: 1) teachers at the building level, 2)

teachers and building leaders at the district level, and 3) teachers and building leaders at the state level. State assessment data for the state math assessment and the state language arts assessment are the two measures of student growth used for the purpose of this study and are the basis of Student Growth Summary Rating. Educators found to have met one, both or neither of the two measures. Meeting neither or one measure will be interpreted as Ineffective. Meeting both measures will be interpreted as being effective for the purpose of this study. Meeting a minimum of two student growth measures for a rating of effective is in alignment with the KSDE statewide *Matrix Used to Determine Evaluation Summative Rating*.

The KSDE reviewed the two respective summary ratings (instructional practice and Kansas state assessment data for 2007-2013) to determine the appropriateness of their comparison. For KEEP, KSDE determined that the State Assessments and the Summary Ratings did approximate each other.

Considering an educator has satisfactorily met all four constructs of instructional practice, the educator should also be rated “Effective or Highly Effective” on the instructional practice portion of the evaluation. The overall final evaluation summative rating is then determined by combining the summary growth rating (SGMs Summary Rating) to the summary instructional practice protocol rating (IPP Summary Rating). In Kansas, our bucket visual (below) has been most effective in communicating this concept.



This comparison will be replicated with the McREL educator evaluation system data which also contains student growth measures and instructional practice protocol components. McREL uses five instructional practice categories in determining an instructional practice summary rating. KSDE respects the choice of districts using more than four instructional practice components within a chosen Instructional Practice Protocol. However, all districts are required to show an educator has met at least two student growth measures to be considered effective. This requirement negates the possibility of any Instructional Practice Protocol rating an educator effective or higher without proving that student growth as a significant factor was applied.

It is important to note that the KSDE only used two growth measures for the purpose of this pilot study. Beginning with 2014-2015, Kansas districts use three growth measures to include commercial assessments and local performance assessments.

Between the 2013-2014 and 2014-2015 assessments, KSDE plans to run the SGP model on the machine scoreable portion of both Language Arts and Math state tests, as those are directly comparable. The median growth percentile will be reported to each teacher and school administrator as described above. This first year, KSDE will train teachers on interpreting the data and determining next steps, but these data will not be used in a formal evaluation at this point. The 2013-2014 data will be used as the first point in time of the longitudinal determination of teacher performance. In 2014-2015, student growth measures will be used within all educator evaluations in Kansas.

Because 2014-2015 will contain all the components of the final assessment (except adaptivity), this is one possibility for a base year for teacher evaluation. The SGP model will be run on the full 2014-2015 tests, with the field-test items included, as compared to the fully-enhanced assessment administered in 2015-2016. KSDE will analyze the data between 2014-2015 and 2015-2016 and report the data to the teachers and administrators. Any anomalies will be noted, and trends will be examined with the previous year to see if the data are consistent. If the data appear stable, then projected growth for 2016-2017 will be calculated for each student, which should help teachers reach their goals during the 2016-2017 school year.

In 2016-2017, the SGP will include results from 2013-2014, 2014-2015, and 2015-2016 as well as 2016-2017. At this point, the projections to 2017-2018 should be of sufficient reliability to begin using in teacher evaluation program. Data used to inform personnel decisions will be phased in during the 2016-2017 school year. If Kansas receives the additional flexibility to extend the timeline for personnel decisions, it will use the 2016-2017 data to inform personnel decisions in 2017-2018.

Kansas educators have long used various metrics to indicate levels of student growth. Some assessment measures are purchased because they are deemed valid and reliable and are intended to depict a specific knowledge or skill demonstrated by the student. These are referred to as commercial assessments. Other district or regionally created measures are referred to as local performance assessments.

The Kansas default list of measures that educators will use at any given grade level or in any given content area is an ongoing list that will be annually updated each summer based on criteria listed below. The KSDE facilitated the development of the default list with the help and input of Kansas educators, REL and the Center for Great Teachers and Leaders. The developed list appears on the KEEP Student Growth Measures webpages at:

SGMs Default List – Elementary, <http://community.ksde.org/Default.aspx?tabid=5929>

SGMs Default List – Middle School, <http://community.ksde.org/Default.aspx?tabid=5930>

SGMs Default List – High School, <http://community.ksde.org/Default.aspx?tabid=5931>

Kansas' final criteria for selecting and/or creating assessments are listed on the Kansas Default List of Acceptable Student Growth Measures Assessments Criteria are:

1. Local assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content experts as applicable.
2. Assessments cover all key subject/grade level content standards.
3. Number of test items should correlate to distribution of % of time spent teaching the content.
4. Assessments should require higher order thinking as appropriate.
5. Assessments should allow high and low achieving students to demonstrate their knowledge.
6. Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.

See <http://community.ksde.org/Default.aspx?tabid=5956>.

The KSDE final process for approving locally-selected measures of student growth is:

1. State Assessments must be used for one Student Growth Measure at a minimum. Additional State Assessments may be used as deemed appropriate.
2. All vetted and approved commercially based assessments will be listed on the Kansas Default Assessment List and can be used without prior approval.
3. District will submit by electronic form information substantiating how their locally created assessments meet the six criteria above.
4. Any assessment used within an evaluation that does not meet the six criteria above will be deemed as the educator has not met a student growth measure.

See <http://community.ksde.org/Default.aspx?tabid=5956>.

The process for submitting locally created student growth measures is on the Kansas Educator Evaluations webpages at <http://community.ksde.org/Default.aspx?tabid=5956>:

School districts requesting approval of locally designed student performance measures will submit a form for each assessment stating that the required criteria has been met. A committee comprised of content area specialists, KSDE assessment personnel and others, as deemed appropriate to the request, will review each submission. The six criteria are defined on the submission form.

The review committee will determine if the required criteria is met or not met based on the explanation provided by the submitting district.

The local performance assessment request will be made from the district level by the superintendent or a person assigned by the superintendent. Local performance assessments will be considered “district assessments” and used throughout the district in all similar or same grade levels and content areas.

It is the recommendation of KSDE that a district use a minimal number of student performance assessments in determining student growth.

To submit your Local Performance Assessment Request to KSDE for review, please use the online form below.

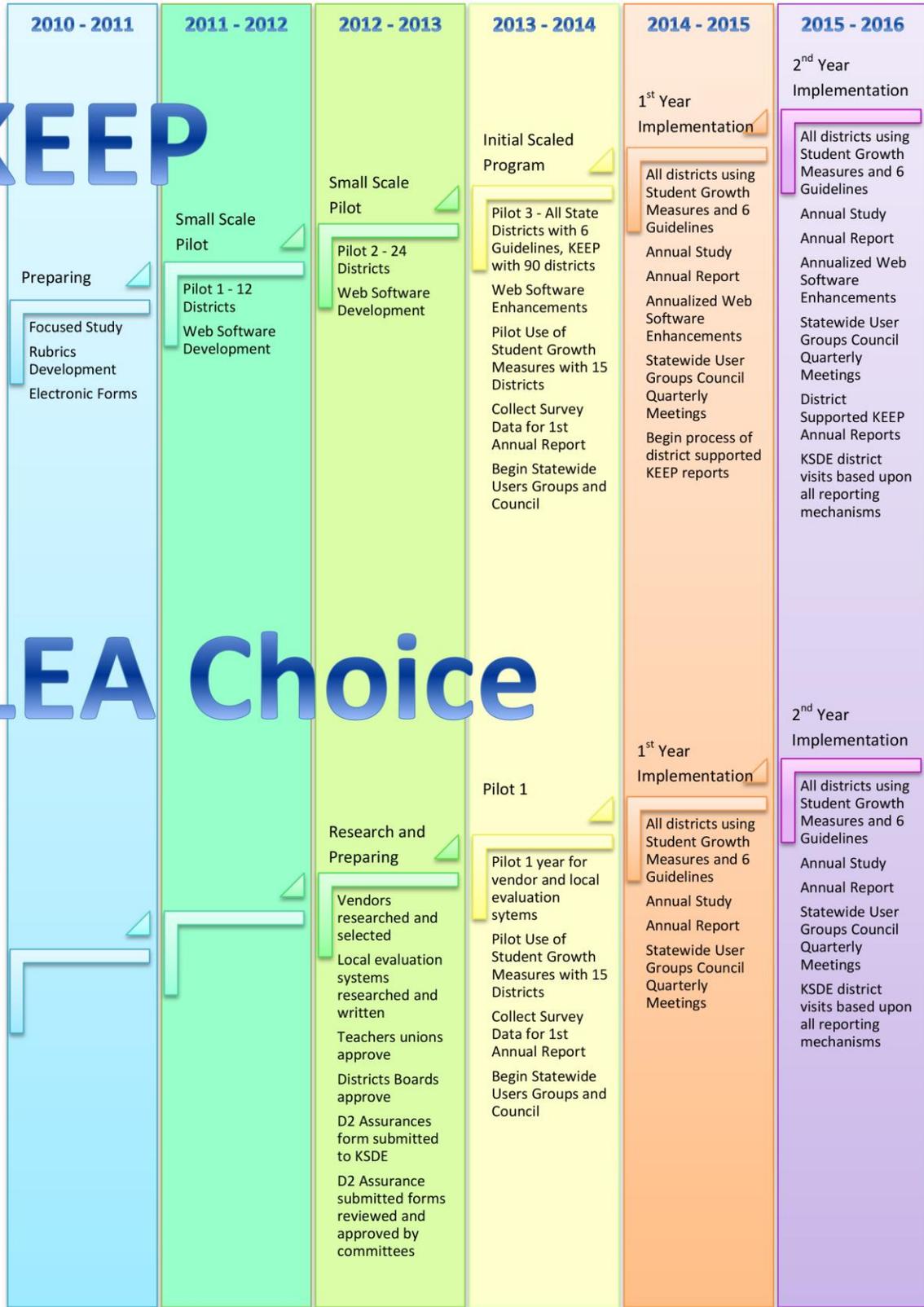
<https://www.surveymonkey.com/s/LocalPerformanceAssessmentRequest>

**Detailed Timeline:**

Appendix A of this document is a timetable of work completed contributing to how teacher and building leader evaluation systems in Kansas were developed. Below is a graphic of six years of project progress for KEEP and LEA evaluation systems.

# KEEP

# LEA Choice



**Person(s) Responsible:**

Bill Bagshaw, Assistant Director, Teacher Licensure and Accreditation Team, KSDE  
Center for Great Teachers and Leaders – see <http://www.gtlcenter.org/>  
Regional Educational Laboratories (REL) – see <http://www.relnetwork.org/>  
KEEP Project Design Group  
Research Consultants  
Kansas State Department of Education, Teacher Licensure and Accreditation  
LEAs Human Resources  
Building level administrators  
District level administrators  
Statewide Evaluation User Groups Advisory Council

**Evidence:*****Kansas Educator Evaluation Protocol (KEEP)***

1. US Department of Education Waiver Invitation
2. Blue Print for Reform
3. KEEP Constructs and Components Chart
4. KEEP Summative Evaluation Rating Matrix
5. KEEP Performance Levels Definitions
6. ISLLC Standards
7. InTASC Standards
8. KEEP Summary Rating Webpage
9. KEEP Handbook
10. Annual Reporting Survey, July 2014
11. Annual Report, August 2014
12. Kansas Educator Evaluations webpages

***LEA Determined Educator Evaluation Systems***

1. D2 Assurance Forms Completed – 2013-2014, 2014-2015 in process
2. D2 Assurance Forms Approved – 2013-2014, 2014-2015 in process
3. D2 Assurance Forms Spreadsheet – 2013-2014, 2014-2015 in process
4. Annual Reporting Survey, July 2014
5. Annual Report, August 2014

**Resources:*****Kansas Educator Evaluation Protocol (KEEP)***

State of Kansas educator evaluation statutes address continual improvement. In Kansas, statutes require two evaluations annually for probationary educators as well as an annual evaluation for non-probationary educators (KSA 72-9004(b)).

The KEEP educator evaluation system selected by a district meets all statutes established by the Kansas State Legislature. The evaluator classifies the educator's professional practice into one of four ratings: Highly Effective, Effective, Developing, or Ineffective. For teachers, these classifications encompass classroom observations over time; evidence representing instruction, student learning, and achievement; and are represented in the constructs, components, and school community feedback (KSA 72-9004(b)).

For building leaders, this classification takes into account conducting teacher evaluations as described in KSA 72-9001 – 72-9006 and 72-5445, and as evidenced by the artifact collection represented by the constructs, components, and school community feedback. Building leader's professional practice is also evaluated into one of four similar ratings: Highly Effective, Effective, Developing, or Ineffective.

Using KEEP, the local school board may annually classify the district leader using the same ratings (KSA 72-9004(d)): Highly Effective, Effective, Developing, and Ineffective. This classification takes into account the KEEP District Leader's Constructs and Components rubric and is also documented through artifacts reflecting practice, building support, and school community collaboration.

### ***LEA Determined Educator Evaluation Systems***

The resources for LEA Determined educator evaluation systems are the same as for the KEEP educator evaluation system. The LEA Determined educator evaluation systems may have ratings that vary from three to six levels. These ratings are documented through the annual D-2 Assurance Form.

All Kansas school districts will adhere to the guidance provided in the Final Summative Rating Matrix. The Matrix clearly outlines the process for determining a final summative rating for each educator receiving a formal evaluation as required by Kansas statutes. Districts will combine a summary rating of student growth, as determined by acceptable student growth measures, with a summary rating of educator's instructional practice, as determined by the instructional practice protocol in any given evaluation system. These two areas will provide evidence in support of the evaluator in determining a fair final summative rating. It will be incumbent on the evaluator, using the Final Summative Rating Matrix, to produce a quantifiable final summary rating regardless of the number of performance levels identified in the evaluation system used. KSDE will collect this final summative rating data each year for inclusion in the annual report of Kansas Evaluation Progress and Performance of evaluated educators.

### **Obstacles to Milestones and Activities:**

#### ***Kansas Educator Evaluation Protocol (KEEP)***

A major obstacle to a required, systematic process for educator evaluation remains largely a paradigm shift as building leaders transition from a managerial style of leadership to one of instructional leadership. Two surveys were completed to address this particular obstacle. McREL was hired by KSDE to construct a perception survey that was distributed to approximately 20 districts (500 classrooms) across the state. KEEP districts were afforded the first opportunity to participate in the survey. Three different groups were a part of the perception survey—students, staff, and parents. Students were asked questions about their perceptions of the quality of education and staff in their school. Parent’s questions were about perceptions of the district. The staff survey asked about staff perceptions of leadership support. Results of the survey are at [Debriefing KEEP Survey Results 2014.pptx](#).

Another KSDE-designed survey of building administrators was released in January 2014. Results were compiled in February 2014. Data from the survey will result in job-embedded KSDE-led professional learning opportunities for building leaders for summer 2014. KSDE will provide regional state-wide technical supports at various locations and via webinars. Results of the survey are at [Debriefing KEEP Survey Results 2014.pptx](#).

With the KEEP system of evaluation having been adopted by 90 districts, serving the needs of each district, and the teachers and leaders within those districts remains challenging by virtue of sheer volume.

### ***LEA Determined Educator Evaluation Systems***

The final obstacle is the monitoring and effectiveness of educator evaluation systems other than KEEP. A year-end required reporting system for all districts has been designed to address this obstacle. This reporting system will be released annually June 1 to have data available by July 31, and will culminate in a KSDE Educator Evaluations Annual Report each August 31.

Vendor-based training for vendor educator evaluation systems has proven to be equally challenging as these districts also make the shift in thinking to instructional leadership. The systems are similar in their approach to KEEP, but may have from three to six performance ratings.

Locally created Instructional Practice Protocols have been finalized and are in use for 2013-2014.

The districts using educator evaluation systems other than KEEP are still required to complete the D-2 Assurance Form, send in a copy of their educator evaluation systems documentation, have the D-2 Assurance Form approved, submit their student growth measures to be used per district, have a final summative rating process in 2014-2015, fulfill end-of-the-year reporting, the results of which will be incorporated into the annual report. Reporting for all districts will be the same.

## Guideline 2 Description

### Meaningfully Differentiates Performance

In Kansas, the invitation to the ESEA Flexibility Waiver, the Blueprint for Reform, and the work completed to develop the KEEP educator evaluation system informed the decisions made to meaningfully differentiate Kansas educators' performance. Based on this completed background work, KSDE has agreed that performance levels generated from an educator evaluation system must focus on student learning and achievement including standardized assessments, student growth, gaps in learning, and results of other locally determined measures. Kansas educators have used State Assessments to indicate levels of student growth by comparing year to year student progress. Purchased or commercial assessments are vetted through national-level research and are deemed valid and reliable as intended to depict a specific knowledge or skill demonstrated by students. Other measures used are referred to as local (created within a building or district) assessments. To reflect these measurements of student growth, the evaluation system must indicate the level of an educator's professional practice that correlates to documented degrees of student growth based on valid and reliable student growth measures.

All states' educator evaluation instruments must have a minimum of three performance levels ([ESEA Flexibility Policy Document, p. 3](#)). One level should reflect effective performance; one level is above such performance to identify, learn from and retain outstanding educators; and another level is below effective, identifying those educators who may be in need of additional support or other interventions. Meaningfully differentiating the performance of an educator results in summative evaluations used, in a defined process, for retention, tenure, release, and recognition. Kansas has chosen four performance levels for the KEEP educator evaluation system, while LEA Determined educator evaluation systems have between three and six performance levels.

Within each guideline of this waiver, KEEP and LEA Determined educator evaluation systems are addressed within each subtitle.

#### Key Milestones and Activities:

#### History

#### ***Kansas Educator Evaluation Protocol (KEEP)***

Once the evaluation constructs and components were defined for KEEP, a decision for four performance differentiating descriptors emerged from the Pilot I and Pilot II participants. The designations of Highly Effective and Effective to describe an educator's performance were referenced in the Blueprint for Reform. It was at this point that REL began consulting with KSDE and Pilot II participants to define two additional levels of performance. In a pilot debriefing on January 30, 2013, the two additional descriptors—Ineffective and Developing—were adopted. This resulted in four descriptors of performance for the rubrics associated with KEEP

rather than the minimal three levels cited above, to more accurately differentiate the performance of teachers in Kansas.

### ***LEA Determined Educator Evaluation Systems***

In order to meet the requirements for meaningfully differentiated performance, all LEA Determined educator evaluation systems, whether purchased from a vendor or locally created, must have at least three levels of performance. All systems being used in Kansas have between three and six levels of performance. These performance levels are reported to the KSDE annually.

### **Ongoing**

#### ***Kansas Educator Evaluation Protocol (KEEP)***

The KEEP educator evaluation system utilizes the four levels of performance (listed below) for determining the levels of student learning and achievement related to instruction, supporting self-assessment by the educator, developing goal-setting resulting from evaluation, comparing and contrasting student growth measures, and designing professional learning specific to the needs of each educator. The KEEP educator evaluation system serves to inform the development of coaching and mentoring programs in districts throughout the state and provides a systematic approach to support the professional integrity of educators through the four levels of performance. The identified KEEP Performance Levels are:

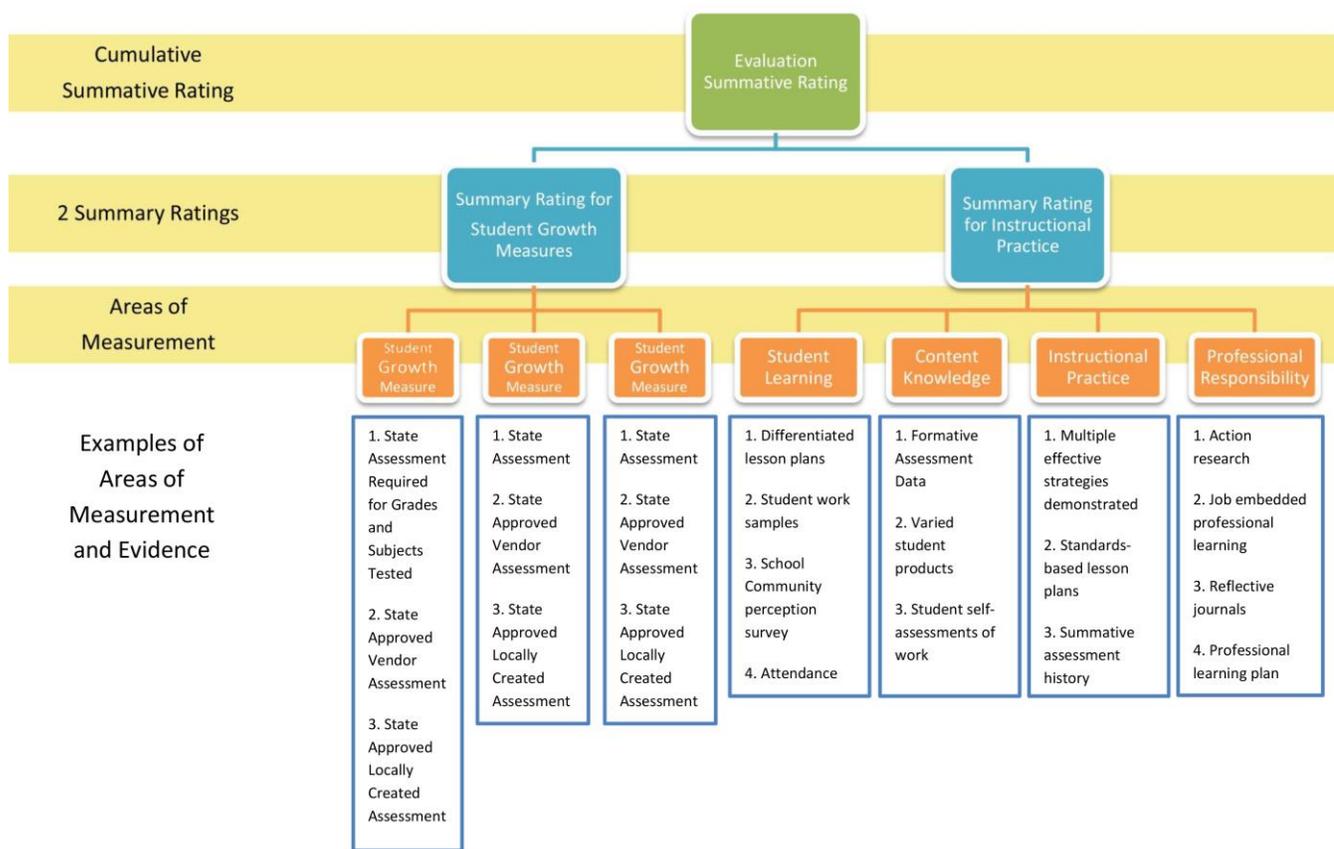
Highly Effective	Educator consistently exhibits a high level of performance on this component.
Effective	Educator usually exhibits a more than adequate level of performance on this component.
Developing	Educator sometimes exhibits an adequate level of performance on this component.
Ineffective	Educator rarely exhibits an adequate level of performance on this component.

With the constructs, components, and rubrics, other facets of KEEP demonstrating differentiation of performance are the recommended student growth measures that contribute to the overall (summative) rating system. These student growth measures play an integral and significant role in the evaluation process as performance levels are tied directly to the educator's rating on each measure.

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

The graphic appearing below demonstrates how two summary ratings contribute to the Evaluation Summative Rating (final). Student growth measures from three different sources contribute to the Student Growth Measures Summary Rating for an educator's evaluation. The second component, the Instructional Practice Summary Rating, includes Student Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. The two

summary ratings, student growth measures and Instructional Practice, combine to arrive at the cumulative Evaluation Summative Rating for an educator’s evaluation. This structure leads evaluators in identifying individual summary performance ratings.



### ***Adding Student Growth Measures to all Kansas Educator Evaluation Systems***

1. LEAs may select an Instructional Practice Protocol of choice for the Instructional Practice piece--such as the Kansas default model (KEEP), Marzano, Danielson, or an LEA locally developed Instructional Practice Protocol, provided each district submits the annual Kansas D2 Assurances form stating how they will meet the 6 Guidelines stipulated in the Kansas Flexibility Waiver.
2. All Kansas LEAs will determine an overall Summative Evaluation Rating per evaluated educator regardless of the Instructional Practice Protocol/Educator Evaluation System chosen by a district.
3. A Summary Rating for Student Growth Measures will be determined by using some combination of three approved student growth measures. One growth measure, as described on the Matrix to Determine Summative Evaluation Rating must be a Kansas State Assessments for those teachers of tested grades and subjects.
4. A teacher/principal must meet two of three growth measures in order to receive a Summary Rating of Effective.
5. KSDE will define for the state what it means to meet growth on Kansas State Assessments.
6. A Summary Rating for Educator Instructional Practice will be determined by using the vetted rubrics for any Instructional Practice Protocol chosen by a district.
7. A Summary Rating for Student Growth and a Summary Rating for Educator Instructional Practice, combined, will determine the overall Summative Evaluation Rating.

The D-2 Assurance Form (due annually on March 1st) provides documentation that all educator evaluation systems used in Kansas, and selected by the LEAs, must also have three or more performance ratings. The D-2 Assurance Form serves to guarantee that all systems use the six guidelines outlined in the ESEA Waiver. See [Kansas District](#)

[Assurances webpage](#) for a complete listing of all districts, educator evaluation systems chosen, and D2 Assurances Forms submitted. The graphic appearing above outlines how a cumulative Evaluation Summative Rating is determined and applies to all educator evaluation systems being used in the state of Kansas. Additionally, all districts report annually the ratings that their educator evaluation systems utilize and the number of educators evaluated within each category.

### **Deliverables for 2013-2014**

#### ***Kansas Educator Evaluation Protocol (KEEP)***

A plan for collecting the distribution of effectiveness ratings has been implemented in the 2013-2014 academic year. This plan includes collecting from all Kansas districts; three areas of student growth, and the number of educators evaluated within each performance rating. The plan will be entirely operational within the 2014-2015 KEEP Repository.

Over the past two years, KSDE has been collecting examples of default student growth measures from LEAs for potential inclusion on the state default list of acceptable student growth measures. Educators across the state are involved in identifying additional default measures according to grade levels and content areas. Commercial assessment measures are those that are purchased by districts or schools because they are deemed valid and reliable and are intended to measure knowledge and/or skills demonstrated by the students. Local assessments are locally or regionally created by districts. Without exception, the state assessments must be used as one of the multiple measures for student growth for grade levels and content areas where those assessments occur.

Training in using the list of default measures began in spring 2013 and continued throughout the 2013-2014 academic year. Districts may use any of the measures of student growth from the default list, but are also encouraged to add to the default list. A process has been created for submitting a proposed student growth measure including determination of reliability and validity in order to be included for approval. See <http://community.ksde.org/Default.aspx?tabid=5956>. Once a student growth measure has been submitted, a review will occur, and the measure may or may not be approved for the default list. At this time, criteria for submission include the following:

1. Locally created performance assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content experts as applicable. (Local assessments are developed by a school or district. They vary in content, when they are administered, and how they are analyzed by LEAs. They are, however, widely used. Data gleaned from local assessments give educators evidence of what students have learned, what content may need to be retaught, and which students may need additional time to learn the content.)
2. Assessments cover all key subject/grade level content standards.
3. Number of test items should correlate to distribution of % of time spent teaching the content.
4. Assessments should require higher order thinking as appropriate.
5. Assessments should allow high and low achieving students to demonstrate their knowledge.

6. Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.

The process for submitting locally created student growth measures is on the Kansas Educator Evaluations webpages at <http://community.ksde.org/Default.aspx?tabid=5956>:

School districts requesting approval of locally designed student performance measures will submit a form for each assessment stating that the required criteria has been met. A committee comprised of content area specialists, KSDE assessment personnel and others, as deemed appropriate to the request, will review each submission. The six criteria are defined on the submission form.

The review committee will determine if the required criteria is met or not met based on the explanation provided by the submitting district.

The local performance assessment request will be made from the district level by the superintendent or a person assigned by the superintendent. Local performance assessments will be considered “district assessments” and used throughout the district in all similar or same grade levels and content areas.

It is the recommendation of KSDE that a district use a minimal number of student performance assessments in determining student growth.

To submit your Local Performance Assessment Request to KSDE for review, please use the online form below.

<https://www.surveymonkey.com/s/LocalPerformanceAssessmentRequest>

### ***LEA Determined Educator Evaluation Systems***

School districts across Kansas are free to choose an educator evaluation system other than the default KEEP model provided by KSDE. However, any other system chosen must meet the six guidelines identified in the ESEA Waiver to ensure that the system is rigorous, comprehensive, and fair for educators and provides quality instruction and growth in achievement for all students. Districts choosing another educator evaluation system submit a D-2 Assurance Form of compliance annually. The 2013-2014 and 2014-2015 D2 Assurance submitted forms are on file with KSDE. All of the educator evaluation systems in Kansas have three to six performance rating levels.

Kansas educator evaluation systems are not required to have an electronic data repository for collection of evidence demonstrating educator effectiveness. All evaluation systems, however, are required to collect evidence demonstrating effectiveness. LEAs may use: 1) a paper system whereby educators use a notebook or filing system for documentation; 2) an electronic repository provided by the vendor for the selected evaluation system; 3) a third party vendor electronic repository.

**Detailed Timeline:**

Appendix A of this document is a timetable of work completed contributing to how teacher and building leader evaluation systems in Kansas were developed.

**Person(s) Responsible:**

Bill Bagshaw, Assistant Director, Teacher Licensure and Accreditation Team, KSDE  
 Center for Great Teachers and Leaders – see <http://www.gtlcenter.org/>  
 Regional Educational Laboratories (REL) – see <http://www.relnetwork.org/>  
 KEEP Project Design Group  
 Research Consultants  
 Pilot I Participants  
 Pilot II Participants  
 Pilot III Participants  
 Kansas State Department of Education, Teacher Licensure and Accreditation  
 LEAs Human Resources  
 Building level administrators  
 District level administrators  
 Vendor-based educator evaluation systems used in Kansas leads  
 Locally-developed educator evaluation systems used in Kansas leads

**Evidence:*****Kansas Educator Evaluation Protocol (KEEP)***

1. KEEP Constructs and Components Chart
2. KEEP Assessment Rubrics
3. KEEP Goals
4. KEEP Artifacts
5. KEEP Informal Observations
6. KEEP Beginning, Mid, and End of Cycle Conferences
7. KEEP Student Growth Measures Summary Rating
8. KEEP Instructional Practice Protocol Summary Rating
9. Evaluation Summative Rating
10. KEEP Handbook
11. KEEP User Guide
12. Kansas Department of Education Summative Evaluation Rating Graphic
13. Kansas Department of Education Performance Levels Definitions
14. Kansas Department of Education Default List of Student Growth Measures
15. Kansas Department of Education Year-End Evaluations Report from Districts with Reporting Plan and Reporting Calendar
16. Kansas Department of Education Teacher Access to Student Performance (TASP)

17. Kansas Department of Education Educator Evaluations webpages

***LEA Determined Educator Evaluation System***

1. D-2 Assurance Form Spreadsheet
2. Rubrics within vendor systems and locally created systems
3. Goals
4. Artifacts
5. Observations
6. Conferences
7. Student Growth Measures Summary Rating
8. Instructional Practice Protocol Summary Rating
9. Evaluation Summative Rating
10. Directions and documentation
11. Kansas Department of Education Summative Evaluation Rating Graphic
12. Kansas Department of Education Performance Levels Definitions
13. Kansas Department of Education Default List of Student Growth Measures
14. Kansas Department of Education Year-End Evaluations Report from Districts with Reporting Plan and Reporting Calendar
15. Kansas Department of Education Teacher Access to Student Performance (TASP)
16. Kansas Department of Education Educator Evaluations webpages

**Resources:**

***Kansas Educator Evaluation Protocol (KEEP)***

KEEP requires two evaluations annually for probationary educators or one annual evaluation for non-probationary educators. The evaluator classifies the educator’s professional practice into one of four performance ratings: Highly Effective, Effective, Developing, or Ineffective. For teachers, these classifications encompass classroom observations over time; artifacts representing instruction, student learning and growth measures, and achievement; and are represented in the constructs, components, and school community feedback (KSA 72-9004(b)).

For building leaders, this classification takes into account conducting teacher evaluations as described in KSA 72-9001 – 72-9006 and 72-5445, as evidenced by the artifact collection represented by the constructs, components, student growth measures, and school community feedback.

Using KEEP, the local school board may also annually classify the district leader using the same ratings (KSA 72-9004(d)): Highly Effective, Effective, Developing, and Ineffective. This classification takes into account the constructs and components of KEEP and is also documented through artifacts reflecting practice, building support, student growth measures, and school community collaboration.

***LEA Determined Educator Evaluation Systems***

LEAs require two evaluations annually for probationary educators as well as an annual evaluation for non-probationary educators. The evaluator classifies the educator's professional practice into three to six performance ratings. For teachers, these classifications encompass classroom observations over time; artifacts represent instruction, student learning, student growth measures, and achievement; and are represented in the constructs, components, and school community feedback (KSA 72-9004(b)).

For building leaders, this classification takes into account conducting teacher evaluations as described in KSA 72-9001 – 72-9006 and 72-5445, as evidenced by artifact collection represented by the rubrics, student growth measures, and school community feedback.

LEAs and their local school boards may also annually classify the district leader using the same performance ratings (KSA 72-9004(d)). The classifications are documented through artifacts reflecting practice, building support, student growth measures, and school community collaboration.

### **Obstacles to Milestones and Activities:**

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

The KSDE is invested in assuring that schools and districts across the state are basing their performance ratings of teacher effectiveness on the same criteria. To this end, all Kansas school districts will provide continual professional learning opportunities for building leaders using a primary focus of inter-rater agreement district level training. Inter-rater Agreement compliance will continue to be a focus of monitoring by KSDE. A KSDE webpage about Inter-rater Agreement with KSDE guidance, examples, and videos is being assembled for availability in the 2014-2015 academic year.

In late spring of 2014, a Statewide Evaluation User Groups Advisory Council will begin to capture further feedback from the field about all Kansas educator evaluation systems and use of student growth measures. This group will help to disseminate state-wide training, continually monitor the use of student growth measures, and differentiation between performance levels used across the state. These quarterly meetings will include representation from districts within each of the 10 Kansas State Board of Education districts.

The KSDE is working with superintendents to develop a state-wide evaluation reporting system that will be utilized by all districts. This evaluation reporting system includes an annual reporting plan and calendar. Superintendents are working together to ensure that state-wide questions about evaluations are answered through an aggregated report for both state data and larger districts. In June of 2013-2014, an online form will be released and used by districts to report aggregated state-wide and large district data that will culminate in the first annual report to be released August 2014. Time, district cooperation, leadership buy-in and KSDE Information Technology services are all cooperating to finalize the Kansas annual reporting system for state-wide evaluations. See Chart page 18.

## Guideline 3 Description

### Based on Multiple Valid Measures

Strong evaluation systems are based on multiple valid measures of both student growth and of professional practice, and defining how significance is attached to each. Robust evaluation systems provide a means for the collection of data, evidence, and artifacts to support effective instructional practices resulting in student learning and achievement. Evaluation systems must take into account multiple measures of student growth in combination with other factors. Student growth measures can be defined as any number of accurate assessment methods measuring what teachers have taught and for students to demonstrate what they have learned. Assessment of student learning varies based on grade level and content area. Kansas requires all evaluation systems to use student growth measures starting 2014-2015.

For the educator evaluation default system in Kansas, there are four measures of professional practice including Evidence of Student Learning, demonstrated Content Knowledge, observation and evaluation of Instructional Practice, and ways in which the educator demonstrates Professional Responsibility. These observation-based assessments of educator performance, with identified artifacts and evidence, must be reflective of data related to student achievement, high school graduation and drop-out rates, and align with achievement of academic, social, emotional, and developmental targets for all learners in schools and districts.

Within each guideline of this waiver, KEEP and LEA Determined educator evaluation systems are addressed within each subtitle.

### Key Milestones and Activities:

#### History

#### *Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems*

The Teaching in Kansas Commission II (TIKC II) was assembled by the Commissioner to advise KSDE on a plan to develop a student growth measures list—later to become the Default List of Multiple Student Growth Measures. In May 2013, following a series of state-wide focus groups soliciting student growth measures currently used in Kansas school districts, the TIKC II endorsed the student growth measures list, also deemed valid and reliable through a verification process with REL.

All evaluation systems used by Kansas school districts will use the Default List of Student Growth Measures. The Default List of Student Growth Measures will begin to be used in teacher/leader evaluations in 2014-2015 and then to inform personnel decisions no later than 2017-2018.

#### Ongoing

### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Extensive research continues in determining the quality of Kansas State Assessments, academic measures other than state assessments, commercial assessments, and locally created assessments. A technical quality criteria encouraged by REL ensures validity and reliability of assessments not evaluated by REL.

Locally created performance assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content expert and meet the check-off list guidelines (below). (Local assessments are developed by a school or district. They vary in content, when they are administered, and how they are analyzed by LEAs. They are, however, widely used. Data gleaned from local assessments give educators evidence of what students have learned, what content may need to be retaught, and which students may need additional time to learn the content.)

State, commercial and locally designed performance assessments will:

- Cover all key subject/grade level content standards.
- Ensure number of test items correlate to distribution of % of time spent teaching the content.
- Require higher order thinking as appropriate.
- Allow high and low achieving students to demonstrate their knowledge.
- Measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.
- Locally designed student performance assessments must be approved in a KSDE peer review process.

In rating an educator's impact on student learning for the purposes of formative or summative evaluation, districts across Kansas use student growth measures. Student Growth Measures must include at least one Kansas State Assessment in the grades and subjects in which the assessments are administered. The Final Summative Educator Evaluation rating must be based on multiple measures of student growth, Student Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.

#### **Deliverables for 2013-2014**

### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

KSDE anticipates four methods for measuring the improvement of students' skills and knowledge that will be incorporated in 2014-2015 into the evaluations of district and school leaders, and educators:

1. *Student Growth Percentiles (SGPs)*. KSDE has retroactively calculated the SGPs for all students with Kansas State assessments from 2008 through the present. The agency is working with the developers of SGPs at the National Center for the Improvement of Educational Assessment (NCIEA) to check Kansas data and methods in addition to

collecting information from the field that links assessments to particular classrooms and educators. For those educators teaching reading and math, KSDE expects a minimum of four cohorts of students; four years of student data is necessary to make growth determinations and to discern meaningful patterns. KSDE has developed algorithms that predict the expected SGP rates for these educators' students and compare them to their actual rates of academic growth. The results should allow teacher and leader evaluators to make more informed judgments about the relative academic performance of educators' students in order to more accurately evaluate teacher performance in the classroom.

As are many other states, KSDE is using Damian Betebenner's Student Growth Percentiles (SGPs) to estimate how well teachers help their students grow academically. SGPs are less biased against teachers working with disadvantaged students than percent proficient measures. Because SGPs are normed measures, KSDE will be able to use them in the coming three years as the state assessment is moving to align with the Common Core State Standards in 2013–2014, and then will be further enhanced in 2014–2015 and 2015–2016.

If the median student growth percentile for an individual teacher cohort is below the 35<sup>th</sup> percentile, across 4 cohorts and 100 students, KSDE will consider the growth of the teacher's students as below normal. As KSDE develops a more refined understanding of the student growth patterns among teachers' students, expectations will be clarified and enhanced. For example, Kansas has many small, rural schools where teachers have small classes. As KSDE improves its data and infrastructure, it will advance its expectations for student growth.

2. *Assessment Performance Index (API)*. Kansas continues to use the API as another way to measure growth in performance, set ambitious but obtainable AMO's, and calculate building level gaps. While the API is a status measure, not a growth measure, it does incorporate the relative progress of students as they move from one proficiency level to another. Similar to the development of the SGP measures, KSDE plans to use the API measure as a dependent variable in a regression and develop algorithms that predict the expected API for educators' students. The expected values will then be compared to the actual values to yield a relative measure of students' academic progress. These data will be used over multiple points in time as student growth measures for building leaders.

3. *District assessments with pre-course and end-of-course assessments*. Courses that have both pre- and end-of-course assessments provide additional information on student growth. Though the Measures of Academic Progress (MAP), a widely used commercial assessment in Kansas, is not an end-of-course assessment, it is administered several times a year including as an end-of-year assessment. It may be the most promising assessment to fulfill the requirements for measuring student growth linked to specific educators.

4. *Within course assessments*. From a measurement point of view, and as a means of system improvement, the ideal solution would be formative, interim, and summative assessments for courses offered in the State, with assessments being developed collaboratively by all teachers of each particular course. Done in a way that produces consistency in assessments, a collaborative work space could offer a web-based platform where the most effective lessons are refined and shared, key concepts, including logical progressions, are identified and refined, and the assessment scores within specific courses are made comparable. This approach:

- Facilitates the professional development of early career and lower-performing educators;
- Encourages educators working in specialized subjects or rural settings to collaborate through the availability of the web-based platform;
- Allows educators to build and refine lessons and assessments very closely aligned to course standards, without the necessity or expense of textbooks;
- Establishes high peer-norms within each academic discipline;
- Provides relative growth measures and state benchmarks for students in every course;
- Prevents grade inflation or deflation by any one teacher or school; and
- Provides meaningful educator feedback for all educators teaching subjects other than reading or math.

In addition to Kansas State Assessments, educators will use at least one other valid and reliable student growth measure, such as locally created performance assessments or commercial assessments, to determine student growth to be used in the educator evaluation as a significant factor in 2014-2015. Student growth measures will have varied student achievement expectations due to the intent of the measure itself and student grade level or ability level. Student expectations for achievement on any given measure will be predetermined. The KSDE recommends the use of three student growth measures. Two growth measures must be met to receive a rating equaling effective. Please see chart titled *Matrix Used to Determine Summative Evaluation Rating* below.

**Matrix Used to Determine Summative Evaluation Rating 5-1-2014**

All Districts Must Use				Districts May Substitute their LEA Determined Evaluation System				All Districts Must Use			
Student Growth Measure Rating – 1. State Assessment Required for Tested Grades and Subjects 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	Student Growth Measure Rating – 1. State Assessment 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	Student Growth Measure Rating – 1. State Assessment 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	Student Growth Measure Rating – 1. State Assessment 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	Student Learning	Content Knowledge	Instructional Practice	Professional Responsibility	Instructional Protocol Summary Rating	Student Growth Measures Summary Rating	Summative Evaluation Rating	
Met	Met	Met	Met	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective	
Met	Met	Met	Met	Effective	Effective	Effective	Effective	Effective	Highly Effective	Highly Effective or Effective	
Met	Met	Met	Met	Developing	Developing	Developing	Developing	Developing	Highly Effective	Effective	
Met	Met	Met	Not Met	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Effective	Highly Effective or Effective	
Met	Met	Met	Not Met	Effective	Effective	Effective	Effective	Effective	Effective	Effective	
Met	Met	Met	Not Met	Developing	Developing	Developing	Developing	Developing	Effective	Effective or Developing	
Met	Not Met	Not Met	Not Met	Effective	Effective	Effective	Effective	Effective	Developing	Effective or Developing	
Met	Not Met	Not Met	Not Met	Developing	Developing	Developing	Developing	Developing	Developing	Developing	
Met	Not Met	Not Met	Not Met	Ineffective	Ineffective	Ineffective	Ineffective	Ineffective	Developing	Developing or Ineffective	
Not Met	Not Met	Not Met	Not Met	Developing	Developing	Developing	Developing	Developing	Ineffective	Developing or Ineffective	
Not Met	Not Met	Not Met	Not Met	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 rated one performance level higher than the lowest Summary 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.

KSDE has retroactively calculated student growth percentiles for all students from Kansas state assessments from 2008 -2012 (four years of data). An interim state assessment will be administered during the 2013-2014 academic year. A formula has been developed to compare the interim assessment scores to the 2008-2012 state assessment data. Inferences will be made between existing data (2008-2012) and the interim data. This process will be ongoing with each year of accumulated data from future Kansas State Assessments, thereby allowing longitudinal data collection from 2015-2018. This data will be used as part of educator evaluation systems and to inform personnel decisions as described in Guideline 6, addressed later in this document.

Longitudinal data collection of student performance data will be linked to licensed building personnel and a student-course data collection system linking individual students to each of their courses and teachers. Teachers will have access to view their class roster and student assessment data in 2014-2015. Student growth measures and a final summative rating will be used within all educator evaluations in 2014-2015. Student growth measures and a final summative rating will be used within all educator evaluations to inform personnel decisions beginning 2017-2018.

During 2013-2014, KSDE began the process of analyzing the accumulated data and reporting aggregate state data for each of the following:

- Examining 2012-2013 building and district ratings against state assessments;
- Identifying, planning, and making needed improvements to the data quality;
- Merging the student growth data with linked student-course-teacher data;
- Testing analytic methods for summarizing students-by-teacher performance; and,
- Gathering survey data about the various systems used, the number of performance ratings within each system per district, how many teachers and principals were evaluated per rating, and how many teachers or principals were not evaluated.

For the 2013-2014 year, KSDE has met or is in the final process of completing the additional deliverables below concerning student growth measures:

- The Kansas state Default List of Student Growth Measures and the Kansas Department of Education Summative Evaluation Rating Matrix;
- Continuously providing technical assistance around the identification and use of student growth measures from the default list;
- Providing technical assistance on defining significance (an expected normed target) within each of the student growth measures;
- Providing training to LEAs on the use of the REL-developed rubric for the validation of new student growth measures;
- Debriefing meeting;
- Having all districts provide documentation to KSDE demonstrating how their district evaluation instrument meets the third guideline around student growth as a significant factor annually;
- An advisory group and protocol has been developed and is being utilized to validate locally developed methods of determining significance;

- Technical assistance focusing on inter-relater agreement.

KSDE has tested several charts and measures for their clarity and accessibility, but as a beginning, KSDE has provided each 4<sup>th</sup> through 8<sup>th</sup> grade English and math teacher and the supervising principal with:

- The median growth percentile for each of the teacher’s classrooms across the most recent 4 years (trend data);
- The median student growth percentile for the aggregate of the teacher’s students across the most recent 4 years (a 4-year summary longitudinal measure);
- Measures of the spread around both of the above medians: the 25<sup>th</sup> percentile and the 75<sup>th</sup> SGPs, as well as the minimum and maximum growth percentiles (box and whiskers charts);
- Guidance about how this student growth data should be responsibly interpreted.

KSDE has the student growth measures for grades 4 through 8 in math and reading from 2007-2008 forward. For the last 3 years, it has collected data linking teachers, students, classrooms and subjects, but this data is not yet reliable enough to use in teacher evaluations. In March 2014, KSDE completed an electronic tool (the Teacher Access to Student Performance tool, or TASP) that will reflect classroom rosters back to teachers and ask the teachers to confirm their classroom rosters. KSDE will use its current SGP data, to develop and test the infrastructure and charts for delivering the classroom growth data back to teachers. By reflecting this data back to the teachers, teachers and administrators will begin to converse about the data and KSDE will develop the Professional Learning sessions and sources so the data are understood and interpreted responsibly. It will also validate the student growth data and other measures of teacher effectiveness by comparing and correlating them.

Kansas has not had the capability of linking student scores to teachers, but it has been developing that capacity since 2007-2008. These data were fully verified by the end of March 2014, and we are ready to begin collecting student growth data linked to teachers in Spring 2014. Spring of 2014 will introduce the first assessment aligned to the Kansas College and Career Ready Standards. This first assessment will consist entirely of machine-scorable items. In 2014-2015, performance tasks, essays, and listening items will be added to the test in field test form. In Spring 2015-2016, the test development should be complete. The test will include a stage-adaptive component at this point and no additional substantive changes are expected for the next three years.

Between the 2013-2014 and 2014-2015 assessments, KSDE plans to run the SGP model on the machine scoreable portion of both tests, as those are directly comparable. The median growth percentile will be reported to each teacher and school administrator as described above. This first year, KSDE will train teachers on interpreting the data and determining next steps, but these data will not be used in a formal evaluation at this point.

Because 2014-2015 will contain all the components of the final assessment (except adaptivity), this is one possibility for a base year for teacher evaluation. The SGP model will be run on the full 2014-2015 tests, with the field-test items included, as compared to the fully-enhanced assessment administered in 2015-2016. KSDE will analyze the data between 2014-2015 and 2015-2016 and report the data to the teachers and administrators again. Any anomalies

will be noted, and trends will be examined with the previous year to see if the data are consistent. If the data appear stable, then projected growth for 2016-2017 will be calculated for each student, which should help teachers reach their goals during the 2016-2017 school year.

In 2016-2017, the SGP will include results from 2013-2014, 2014-2015, and 2015-2016 as well as 2016-2017. At this point, the projections to 2017-2018 should be of sufficient reliability to begin using in teacher evaluation program. Data used to inform personnel decisions will be phased in during the 2017-2018 school year, and teachers will know the goals for the Spring 2018 assessment.

<b>Student Growth Percentiles</b>			
<b>2013-2014</b>	<b>Assessment</b>	<b>Growth Model</b>	<b>Teacher Evaluation</b>
What KSDE Does	We are field-testing our new assessments this year. We are developing and administering the transitional assessment, aligned with CCSS/KCCRS, is machine scorable.	Collect data as baseline data. We are refining the model.	Refine the model. We do not have two years of data yet.
<b>2014-2015</b>	<b>Assessment</b>	<b>Growth Model</b>	<b>Teacher Evaluation</b>
What KSDE Does	The CCSS/KCCRS-aligned test is fully operational this year. However, we will continue to enhance it by adding listening items, a writing prompt, and some performance tasks. We will reset AMOs this year based on the new enhancements. Administer the machine-scorable part of the assessment as fully operational. Field test the listening portion, a writing task, and math performance tasks. Cut scores will need to be set this year and new AMOs calculated.	Calculate growth on the operational items only from 2013-2014 to 2014-2015.	Will issue Final Summative Ratings, including Student Growth Measures. Prepare reports to send to schools to show what a growth report will look like and how to interpret it. Train heavily on interpreting results.
<b>2015-2016</b>	<b>Assessment</b>	<b>Growth Model</b>	<b>Teacher Evaluation</b>
What KSDE Does	We should be done with any major enhancements this year and can now focus on progress. All the enhancements should be operational now, so this test will include machine scorable Language and Math items, performance tasks, a listening section, and a writing prompt.	This is the first year we will have a usable growth estimate, as we can use scores from 2014-2015 that included the full set of enhancements (after dropping any problematic items) and compare those to 2015-2016 using SGP. We can use 2013-2014 and 2014-2015 in the projections, but focus on 2014-2015 to 2015-2016 for	Calculate state assessment growth from 2014-2015 and 2015-2016 and produce a report. Examine the stability of the results compared to the previous year. Look for any issues caused by using field-test items in 2014-2015. We will provide teachers with feedback on their performance based on the teacher evaluation model. This will be

2016-2017	Assessment	Growth Model	Teacher Evaluation
What KSDE Does	Produce a parallel test to the one from 2016-2017 using a refreshed item pool. This is the second year of a stable test. Calculate growth from 2015-2016 to 2016-2017, combine that result with the one from the previous year. Examine the stability of the results over time. Look for any issues caused by using field-test items in 2014-2015.	We can use 2013-2014, 2014-2015, and 2015-2016 in the projections, but focus on 2015-2016 to 2016-2017 compared to 2014-2015 to 2015-2016 for the growth evaluation. Again, we will need to check the results that included 2014-2015 to be sure it's not an anomalous year.	the first period of growth that will be used to determine data used to inform personnel decisions.  State Assessment data used to inform personnel decisions will begin with 2017–2018 school year.

Using the four instructional practice areas in KEEP (Constructs) and the five instructional focus areas in McREL (Components), a final instructional practice rating will be identified for each educator. (The instructional practice category is found on the Educator Summary Rating Matrix.) Educator data for the purpose of this study was aggregated to include educators: 1) teachers at the building level, 2) teachers and building leaders at the district level, and 3) teachers and building leaders at the state level. State assessment data for the state math assessment and the state language arts assessment are the two measures of student growth being used for the purpose of this study. Educators were found to have met one, both or neither of the two measures. Meeting a minimum of two student growth measures for a performance rating of Effective is in alignment with the KSDE statewide Matrix Used to Determine Evaluation Summative Rating 1-21-2014.

It is important to note that the KSDE is only using two growth measures for the purpose of this pilot study. Beginning with 2014-2015, Kansas districts will be using three growth measures to include commercial assessments and local performance assessments.

Kansas educators have long used various measures to indicate levels of student growth. Some assessment measures are purchased because they are deemed valid and reliable and are intended to depict a specific knowledge or skill demonstrated by the student. These are referred to as commercial assessments. Other district or regionally created measures are referred to as local assessments.

The Kansas default list of measures that educators will use at any given grade level or in any given content area is an ongoing list that will be annually updated each summer based on criteria listed below. The KSDE facilitated the development of the default list with the help and input of Kansas educators, REL and the Center for Great Teachers and Leaders. The developed list appears on the Kansas Educator Evaluation webpages at:

SGMs Default List – Elementary - <http://community.ksde.org/Default.aspx?tabid=5929>

SGMs Default List - Middle School - <http://community.ksde.org/Default.aspx?tabid=5930>

SGMs Default List - High School - <http://community.ksde.org/Default.aspx?tabid=5931>

Final criteria for selecting and/or creating assessments are listed on the Kansas Default List of Acceptable Student Growth Measures Assessments Criteria are:

- Local assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content expert.
- Assessments cover all key subject/grade level content standards.
- Number of test items should correlate to distribution of % of time spent teaching the content.
- Assessments should require higher order thinking as appropriate.
- Assessments should allow high and low achieving students to demonstrate their knowledge.
- Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.

The KSDE final process for approving locally-selected measures of student growth is:

- State Assessments must be used for one Student Growth Measure at a minimum. Additional State Assessments may be used as deemed appropriate.
- All vetted and approved commercially based assessments will be listed on the Kansas Default Assessment List and can be used without prior approval.
- District will submit by electronic form information substantiating how their locally created assessments meet the six criteria above.
- Any assessment used within an evaluation that does not meet the six criteria above will be deemed as the educator has not met a student growth measure.

School districts requesting approval of locally designed student performance measures will submit a form for each assessment stating that the required criteria have been met. A committee comprised of content area specialists, KSDE assessment personnel and others, as deemed appropriate to the request, will review each submission. The six criteria are defined on the submission form.

The review committee will determine if the required criteria is met or not met based on the explanation provided by the submitting district. The committee will not scrutinize the quality of the assessment, the number of questions or the assessment type submitted.

The local performance assessment request will be made from the district level by the superintendent or a person assigned by the superintendent. Local performance assessments will be considered “district assessments” and used throughout the district in all similar or same grade levels and content areas.

It is the recommendation of KSDE that a district use a minimal number of student performance assessments in determining student growth.

Districts submitting a Local Performance Assessment Request to KSDE for review will use the online form - <https://www.surveymonkey.com/s/LocalPerformanceAssessmentRequest>.

### **Detailed Timeline:**

Appendix A of this document is a timetable of work completed contributing to how teacher and building leader evaluation systems in Kansas were developed.

**Person(s) Responsible:**

Bill Bagshaw, Assistant Director, Teacher Licensure and Accreditation  
Scott Smith, Director, Assessment  
Brad Neuenswander, Deputy Commissioner  
Center for Great Teachers and Leaders – see <http://www.gtcenter.org/>  
Regional Educational Laboratories (REL) – see <http://www.relnetwork.org/>  
Teaching in Kansas Commission II  
Kansas State Department of Education, Planning and Assessment  
Kansas State Department of Education, Teacher Licensure and Accreditation  
Kansas State Department of Education, Information Technology  
LEAs Human Resources  
Teachers  
Building level administrators  
District level administrators

**Evidence:*****Kansas Educator Evaluation Protocol (KEEP)***

1. Teaching in Kansas Commission II meeting agenda
2. Focus group schedule
3. Teaching in Kansas Commission II Status Report to Kansas State Board of Education
4. Default List of Student Growth Measures Template
5. REL meetings/agendas
6. CGTL connection
7. Assessment D2 Assurances Form Annual Submission
8. KEEP Constructs and Components Chart
9. KEEP Assessment Rubrics
10. KEEP Goals
11. KEEP Artifacts
12. KEEP Informal Observations
13. KEEP Beginning, Mid, and End of Cycle Conferences
14. KEEP Summary Rating
15. KEEP Handbook
16. Kansas Department of Education Summative Evaluation Rating Matrix
17. Kansas Department of Education Performance Levels Definitions Survey and Report
18. Kansas Department of Education Default List of Student Growth Measures
19. Kansas Department of Education Year-End Evaluations Report from Districts
20. Kansas Department of Education Teacher Access to Student Performance (TASP)

21. Data from 2008 to the present for all students who took the Kansas State Assessment
22. Debriefing Meeting February 19, 2014
23. Debriefing Meeting Survey of Student Growth Measures and Target Numbers for Met/Not Met, planned to use in 2014-2015
24. Debriefing Meeting Report from REL
25. Kansas Educator Evaluations webpages

### ***LEA Determined Educator Evaluation Systems***

1. Teaching in Kansas Commission II meeting agenda
2. Focus group schedule
3. Teaching in Kansas Commission II Status Report to Kansas State Board of Education
4. Default List of Student Growth Measures Template
5. REL meetings/agendas
6. CGTL connection
7. LEA Determined Instructional Practice Protocols Assessment D2 Assurances Form Annual Submission
8. LEA Determined Educator Evaluation Systems Assessment Processes or Rubrics
9. LEA Determined Educator Evaluation Systems Goals
10. LEA Determined Educator Evaluation Systems Artifacts
11. LEA Determined Educator Evaluation Systems Informal and Formal Observations
12. LEA Determined Educator Evaluation Systems Conferences
13. LEA Determined Educator Evaluation Systems Summary Rating
14. Kansas Department of Education Summative Evaluation Rating Matrix
15. Kansas Department of Education Performance Levels Definitions Survey and Report
16. Kansas Department of Education Default List of Student Growth Measures
17. Kansas Department of Education Year-End Evaluations Report from Districts
18. Kansas Department of Education Teacher Access to Student Performance (TASP)
19. Data from 2008 to the present for all students who took the Kansas State Assessment
20. Kansas Educator Evaluations webpages

### **Resources:**

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

The Kansas State Board of Education regulations 91-31-32 – 91-31-36, require 95% of eligible students in grades 3-8 and 11 to take the Kansas State Assessments. Currently 234,671 of the total student population of 482,799 are eligible to take the assessments. At the present time, 48.61% of students in Kansas take the state tests; 98.9% of students in the grades with state assessments participate in the reading and mathematics assessments. State regulations also require performance criteria, such as 80% graduation rates and regular school attendance for the purposes of accreditation. School accreditation legal requirements support the data expectations in student achievement performance.

### **Obstacles to Milestones and Activities:**

### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

By June of 2014, KSDE expects to analyze accumulated state assessment data. The agency intends to have tested several analysis options, performed validity tests, and selected the preferred default model for measuring and comparing student growth data aggregated by teacher by that time. Obstacles for this milestone include discovering problems that cause delays to the analysis of data, creating an aggressive timeline for communicating data to the field for response, and ensuring clean data as a result of the variety of potential assessments involved. Barring major delays, KSDE will then examine specific grade and subject level student growth distributions and write definitions for expected student improvement levels by teacher.

The KSDE has collected utilized student growth measures from practitioners around the state and compared this collection to the REL collection. KSDE has convened an advisory group that will validate student growth measures not on the default list using the REL standards.

There are high schools across Kansas that have elected to use the ACT as the measure to determine student achievement. While these districts are not exempt from using the Kansas State Assessment at grade 11, the use of the ACT in place of other assessments means that:

- KSDE will need to make certain the two assessment scores are comparable.
- KSDE will have to keep data on which high schools are using the ACT as a score.
- KSDE will have to keep data on what grade levels are using the ACT score in high schools.
- KSDE will have to format these data over time with a comparison yet to be determined.

Mining data from multiple and different state assessments, for years including 2008-2012 and 2014-2017, will necessitate careful and thorough data analysis in order to make accurate and useful inferences about student growth.

On December 10, 2013 the Kansas State Board of Education voted to *not* utilize the Smarter Balanced Assessment Consortium assessments in favor of The University of Kansas Center for Educational Testing and Evaluation creation of new Kansas State Assessments for language arts and mathematics. These newly created assessments will align with the Kansas College and Career Standards. The decision extends the baseline year for the new state assessments to the 2015-2016 academic year.

When considering the final evaluation summative rating, there are additional considerations that further delineate differentiation of performance. Three growth measures must be used to ensure the highest rating; zero growth measures indicate the lowest rating. Based on an initial comparison completed and involvement of teachers and leaders across the state of Kansas, we can already see an identified correlation between levels of student growth and the evaluation summative rating levels of educators from the evaluation systems in place.

## Guideline 4 Description

### Evaluates Educators on a Regular Basis

Providing effective educators in every classroom, school, and district ensures quality instruction for all students and results in improved student achievement. Conversely, educators who are deemed to be performing Ineffectively may be unable to engage students in learning that improves performance. One part of an effective educator evaluation system is evaluating all educators in the system on a regular, routine basis. Regular evaluation allows educators opportunities to reflect on the effectiveness of their practice in predictable ways over time. In turn, decisions about the professional learning of educators is based on results and specific to the needs of each.

Within each guideline of this waiver, KEEP and LEA Determined educator evaluation systems are addressed within each subtitle.

#### Key Milestones and Activities:

#### History

##### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Prior to the advent of KEEP and the adoption of other LEA Determined Educator Evaluation Systems by districts in Kansas, the evaluation process in schools and districts was based on the Kansas statutes with little consistency across the state, or even within districts, in how evaluations were being conducted. Adherence to the six guidelines resolves issues with scheduling timely evaluations for early career and struggling educators, making certain that evaluation occurs over a period of time rather than being an isolated event, and defining what evaluation consists of including student growth as a significant factor in evaluation. The six guidelines ensure that educators within the state are being evaluated in comparable ways.

#### Ongoing

##### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

The KSDE and Kansas school districts are committed to providing an Effective, preferably Highly Effective, teacher in every classroom to ensure quality instruction for all Kansas students that results in improved student achievement, both formatively and summatively. Additionally, an Effective or Highly Effective building leader is essential for monitoring the quality of instruction in any building or district in order to make strides toward overall improvement of student achievement. Collectively, classroom teachers and building leaders analyze data from assessments as one method of determining the effectiveness of educators. Data analysis is conducted on multiple cycles as assessments are completed and data become available.

The final summative evaluation rating for all Kansas evaluation systems has two distinct components leading to differentiation of performance included: 1) student growth measures over time, and 2) educator professional practice. KSDE expects to see an identified correlation between levels of student growth and the evaluation summative rating levels of educators from all Kansas evaluation systems utilized. The evaluator and evaluatee will co-create the individual's evaluation based on the processes outlined in the matrix appearing below.

The teacher and building leader evaluation process for all Kansas schools is based on the number of years of experience of the educator. In this way, the evaluation process is differentiated to the needs of the educator and serves as a tool for guiding the reflection process, developing the coaching or mentoring that is needed as a result of the evaluation, and assisting in facilitating the professional learning needs of each individual being evaluated. Highlights of this differentiated process are:

### ***KEEP***

<b>Required Steps</b>	<b>Educators 1<sup>st</sup>/2<sup>nd</sup> years within district</b>	<b>Educators 3<sup>rd</sup>/4<sup>th</sup> years within district once each year</b>	<b>Educators beyond 4<sup>th</sup> year in a district at least once every three years</b>
<b>Step 1</b>	Orientation to evaluation process within 10 days of employment	Overview of orientation process within first 10 duty days	Overview of orientation process within first 10 duty days
<b>Step 2</b>	Teacher self-assessment and goal setting	Teacher self-assessment and goal setting	Teacher self-assessment and goal setting
<b>Step 3</b>	Formal observation within first 60 days; face-to-face post-observation conference	Formal observation required during the first semester; face-to-face post-observation conference	Formal observation required during the first semester; face-to-face post-observation conference
<b>Step 4</b>	Ongoing informal observations (5-30 minutes in length) , artifact and data collection	Ongoing informal observations (5-30 minutes in length) , artifact and data collection	Ongoing informal observations (5-30 minutes in length) , artifact and data collection
<b>Step 5</b>	Mid-cycle conference	Mid-cycle conference	Mid-cycle conference
<b>Step 6</b>	Final conference and Summative Rating no later than 60 <sup>th</sup> day of semester	Final conference and Summative Rating no later than February 15	Final conference and Summative Rating no later than February 15

### ***LEA Determined Educator Evaluation Systems***

<b>Required Steps</b>	<b>Educators 1<sup>st</sup>/2<sup>nd</sup> years within district</b>	<b>Educators 3<sup>rd</sup>/4<sup>th</sup> years within district once each year</b>	<b>Educators beyond 4<sup>th</sup> year in a district at least once every three years</b>
<b>Step 1</b>	Orientation to evaluation process within 10 days of employment	Overview of orientation process within first 10 duty days	Overview of orientation process within first 10 duty days
<b>Step 2</b>	Formal observation within first 60 days; face-to-face post-observation conference	Formal observation required during the first semester; face-to-face post-observation conference	Formal observation required during the first semester; face-to-face post-observation conference
<b>Step 3</b>	Ongoing informal observations	Ongoing informal observations	Ongoing informal observations

	(5-30 minutes in length) , artifact and data collection	(5-30 minutes in length) , artifact and data collection	(5-30 minutes in length) , artifact and data collection
<b>Step 4</b>	Final Summative Rating no later than 60 <sup>th</sup> day of semester	Final Summative Rating no later than February 15	Final Summative Rating no later than February 15

### Deliverables for 2013-2014

#### ***Kansas Educator Evaluation Protocol (KEEP)***

Through the KEEP educator evaluation process, 90 districts' educators (teachers and/or building leaders and district leaders) were evaluated according to the above schedule with requirements being in place for teachers and building leaders in their 1<sup>st</sup> and 2<sup>nd</sup> years of teaching, teachers in their 3<sup>rd</sup> and 4<sup>th</sup> years of teaching, teachers with 4+ years of experience, and building leaders in 2013-2014. This process allowed for a personalized, correlated, and in depth evaluation experience for every educator within a district that is infused with goals, artifacts demonstrating evidence, and formal and informal observations. Additionally, well-defined rubrics with constructs and sub-components ensured a meaningful evaluation process that was also aligned with student growth measures. Regular basis is defined the same as above and as a co-created process with the evaluator giving ongoing meaningful feedback to each evaluatee.

#### ***LEA Determined Educator Evaluation Systems***

Regular basis is defined in the chart above for LEA Determined Educator Evaluation Systems. The evaluation process is co-created between the evaluatee and the evaluator through ongoing, meaningful feedback.

#### **Detailed Timeline:**

Appendix A of this document is a timetable of work completed contributing to how teacher and building leader evaluation systems in Kansas were developed.

#### **Person(s) Responsible:**

Bill Bagshaw, Assistant Director, Teacher Licensure and Accreditation  
 Kansas State Department of Education, Teacher Licensure and Accreditation  
 Kansas State Department of Education, Planning and Assessment  
 LEAs Human Resources  
 Teachers  
 Building level administrators  
 District level administrators

#### **Evidence:**

#### ***Kansas Educator Evaluation Protocol (KEEP)***

1. KEEP Constructs and Components Chart
2. KEEP Assessment Rubrics
3. KEEP Goals
4. KEEP Artifacts
5. KEEP Informal Observations
6. KEEP Beginning, Mid, and End of Cycle Conferences
7. KEEP Summative Rating
8. KEEP Handbook
9. Kansas Department of Education Summative Evaluation Rating Matrix
10. Kansas Department of Education Performance Levels Definitions Survey and Report
11. Kansas Department of Education Default List of Student Growth Measures
12. Kansas Department of Education Year-End Evaluations Report from Districts
13. Kansas Department of Education Teacher Access to Student Performance (TASP)
14. Kansas State Statutes
15. KEEP Repository
16. Kansas Educator Evaluation webpages on the KSDE website

### ***LEA Determined Educator Evaluation Systems***

1. LEA Determined Instructional Practice Protocols Assessment D2 Assurances Form Annual Submission
2. LEA Determined Instructional Practice Protocols Assessment Rubrics
3. LEA Determined Instructional Practice Protocols Goals
4. LEA Determined Instructional Practice Protocols Artifacts
5. LEA Determined Instructional Practice Protocols Informal and Formal Observations
6. LEA Determined Instructional Practice Protocols Conferences
7. LEA Determined Instructional Practice Protocols Summative Rating
8. Kansas Department of Education Summative Evaluation Rating Matrix
9. Kansas Department of Education Performance Levels Definitions Survey and Report
10. Kansas Department of Education Default List of Student Growth Measures
11. Kansas Department of Education Year-End Evaluations Report from Districts
12. Kansas Department of Education Teacher Access to Student Performance (TASP)
13. Kansas State Statutes
14. Kansas Educator Evaluation webpages on the KSDE website

### **Resources:**

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Teacher evaluation is a term and condition of professional service, and, as such, is a mandatory topic for bargaining. Professional employee appraisal procedures are identified in (KSA 72-5413(l)(1)(a)).

Kansas statutes (KSA 72-9001-72-9006) also govern the local board of education to adopt written policies of personnel evaluation through a procedure and includes timelines for evaluations to occur. The timelines are consistent with the requirements for evaluation to occur on a regular basis and include: 1) During the first two consecutive years of

employment, evaluations must occur at least one time per semester and not later than the 60<sup>th</sup> school day of the semester; 2) during the third and fourth years of employment, evaluations occur at least one time each school year and not later than February 15; 3) during the fifth year of employment and beyond, evaluations occur at least once every three years and not later than February 15.

### **Obstacles to Milestones and Activities:**

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

The process for evaluating teachers and leaders on a regular basis is now defined by the agreed upon six guidelines within the ESEA waiver. A plan for ensuring that evaluations are carried out according to the statute timeline is based on comparisons of evaluation ratings and student growth measures annually. KSDE will visit districts with wide variances.

A final summative rating for all evaluations in all Kansas districts will be required in 2014-2015. All districts are preparing their selected models to meet this requirement. Student growth measures are currently being selected in districts for use in 2014-2015. See Chart page 18.

Many educators across the state acclimated to a new educator evaluation system in 2013-2014. For districts that already had a well-defined system, the challenges were few, but for most districts, the 2013-2014 pilot year (Pilot III for KEEP; Pilot I for LEA Determined Instructional Practice Protocols) was a great change of thought process and hands-on work.

District educators began to realize the benefits for individual teachers and leaders, and growth through a defined educator evaluation system. Discussions about the student academic impact data related to educator evaluation are just beginning to occur. As KSDE has presented training and discussions about the process of the six guidelines within the ESEA waiver and student growth measures, feedback has been positive and questions have been asked seeking in-depth understanding.

Creating a “statewide” expectation that educator evaluation is a continual process with the expected outcome of instructional improvement for all educators is starting to happen in Kansas. End of the year survey data about regularly completed evaluations compared to student growth data will give Kansas greater understanding about the effectiveness of teaching and their school environments.

## Guideline 5 Description

### Provides Useful Feedback

In order to be effective, a comprehensive system of evaluation provides clear, timely, and useful feedback that will guide the professional learning opportunities the educator needs for personal and professional growth. The selected educator evaluation system and the feedback provided to the educator through their personalized process serve as tools the educator can use to facilitate reflection and, in turn, improve teaching effectiveness, and most importantly, student learning and achievement.

Within each guideline of this waiver, KEEP and LEA Determined educator evaluation systems are addressed within each subtitle.

#### Key Milestones and Activities:

#### History

##### *Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems*

The feedback educators received prior to KEEP and other approved LEA Determined Educator Evaluation Systems varied in quality depending on the experience, skills, and evaluation training that the administrator had received. Many evaluators did not include conferencing discussions as a part of the evaluation process, leaving the evaluation tool in the educator's mailbox for a signature without processing the observation and resultant evaluation with the teacher/leader. The result was that the educator often did not understand how to change instructional practices to be more successful with student growth and achievement, and how to take ownership of professional learning to improve teaching practice. The KEEP and LEA-Determined Educator Evaluation Systems require not only timely evaluations, but extensive feedback to the educator in order to change instruction. Requiring personalized, research-based evaluation in districts across the state provides every educator with an opportunity for improved teaching for students in Kansas.

#### Ongoing

##### *Kansas Educator Evaluation Protocol (KEEP)*

To address and ensure the provision of useful feedback between the evaluator and the evaluatee, the KEEP system contains safeguards including: 1) criteria from the rubrics, 2) goal-setting, 3) formal/informal observations, 4) artifacts submissions, 5) three conferencing online discussions, 6) in 2014-15 a summative rating with text box for a summative statement, and 6) creation of Individual Growth Plans when needed. Useful feedback is also addressed statutorily, as 72-9004(e) states that persons to be evaluated shall participate in their evaluations, and shall be

afforded the opportunity for self-evaluation. The educator is also afforded the opportunity to prepare a response in writing within two weeks of receiving the evaluation, according to statute 72-9005.

The rubrics created for KEEP contain useful feedback because the criteria for which the educator is being evaluated are defined and key words are highlighted in the document. This makes it easy for the evaluator and the evaluatee to understand how to make and use the feedback from evaluation.

The KSDE recommends choosing only two goals based per evaluation cycle, especially when any component is marked as Developing or when a need for improvement is noted. As part of the evaluation process, the evaluator reviews the assessment rubrics in order to see the results and goals. In a beginning of cycle conference, the evaluator and the evaluatee consult in a face-to-face meeting and agree upon the goals to be set for the evaluatee. The evaluator has the ability to open up the rubric, read it, and then negotiate any changes needed. The work is documented in the online Beginning of Cycle Conference text box and the signed by both the evaluator and evaluatee with a text box for reflective comments by the evaluatee.

The evaluator or an assigned observer completes formal and informal observations of the educator. Observation data are placed in the web-based repository. Both the evaluator and the evaluatee have the ability to upload artifacts (i.e., lesson plans, teaching videos, student work examples, etc.) to the repository. This is a co-created process, as the evaluator and evaluatee discuss what should be uploaded to best validate what both agree is representative of the evaluatee's teaching and student learning.

There are three conferences within an evaluation cycle that contribute to timely and useful feedback for educators. These occur at the beginning, middle, and end of cycle. KSDE suggests that evaluators use the Beginning of Cycle Conference to review the Self-Assessment Rubric and Goals with the Evaluatee; the Mid-Cycle Conference to document the Formal Observation and follow-up meeting; and the End of Cycle Conference to indicate if Goals were met, review uploaded Artifacts, and Informal Observations.

During 2013-2014, the web-based Summary Rating Form provides the evaluated educator with a rating on the four constructs—Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility—along with comments to be completed by the evaluator and evaluatee. Both the evaluator and evaluatee sign off with a digital checkbox and are aware of the ongoing evaluation process.

In 2014-2015, the web-based Summative Rating Form will contain three pages. Page 1 will be the Student Growth Measures page with space for up to three growth measures. Each will be designated as met or not met. Page 2 is called the Instructional Practice Rating page. Page 3 will be a formula page that combines the ratings from the Student Growth Measures page and the Instructional Practice Rating page with a suggested Final Summative Rating. The evaluator will accept this rating or designate a different rating based on the rules of the Kansas Department of Education Summative Evaluation Rating Matrix. A final sign-off by both parties completes page 3 of the Summative Rating Form process.

An Individual Growth Plan must be used for an educator rated as Ineffective. It is optional for districts to use the Individual Growth Plan for other circumstances.

The feedback provided to educators through the KEEP system serves as a tool for documenting goals for every teacher or leader in a district. In turn, these goals are encouraged to be used, as well, for professional learning by the district.

### ***LEA Determined Educator Evaluation Systems***

To address and ensure the provision of useful feedback between the evaluator and the evaluatee, all Kansas educator evaluation systems contain safeguards including 1) criteria from rubrics, 2) goal-setting, 3) formal/informal observations and artifacts, 4) conferencing based on evaluation cycles, 5) in 2014-15 all systems will include use of student growth measures and a final summative rating, and may include 6) a remediation process.

Because useful feedback is addressed in the Kansas statutes, the vendor-based and locally developed evaluation systems must also comply with statutory language, providing all educators participating in evaluations the opportunity for self-reflection and opportunity for preparing a written response within two weeks of receiving the evaluation. For these districts, the D2 Assurance Form annually submitted to KSDE assures compliance to the ESEA Waiver Principal 3 Guidelines.

### **Deliverables for 2013-2014**

#### ***Kansas Educator Evaluation Protocol (KEEP)***

In order to be responsive to the needs of the districts that have chosen the KEEP educator evaluation system, KSDE has a number of supports in place including:

- A Help Desk available Monday through Friday from 8:00 a.m. to 4:30 p.m. that is answered by a highly skilled Education Program Consultant familiar with the intricacies of the evaluation system and the technology system supporting KEEP
- Ongoing training and presentations throughout the state
- Weekly updates to the KEEP webpage

A format for random monitoring visits has been developed by KSDE. Districts that provide data reflecting a disparity between educator performance and student growth data will be subject to an onsite monitoring visit for the purpose of establishing:

- A process to identify the cause of the disparity
- Technical supports needed
- Professional learning activities addressing the identified issues
- A proposed follow-up visit for monitoring progress as needed

KSDE has set state-wide deadlines for reporting that all state evaluations are completed. A KSDE evaluation annual report will utilize district evaluation reports as 1) overall aggregated data from educator evaluations and 2) large district data.

In 2013-2014, KSDE developed an online system to allow digital submissions of year-end reporting. Aggregated state and district data will be accessed from the KEEP Repository to add to the ongoing annual reports.

Technical assistance needs to continue to be disseminated regarding the comparative model, use of student growth measures, the Summative Rating process, and the annual reports reporting process.

### ***LEA Determined Educator Evaluation Systems***

A format for random monitoring visits has been developed by KSDE. Districts that provide data reflecting a disparity between educator performance and student growth data will be subject to an onsite monitoring visit for the purpose of establishing:

- A process to identify the cause of the disparity
- Technical supports needed
- Professional learning activities addressing the identified issues
- A proposed follow-up visit for monitoring progress as needed

Technical assistance has been developed and disseminated regarding the comparative model of student growth measures and instructional practice, the Summary Ratings for Student Growth Measures and for Instructional Practice that culminate in the Evaluation Summative Rating, and about the annual reports reporting process.

### **Detailed Timeline:**

Appendix A of this document is a timetable of work completed contributing to how teacher and building leader evaluation systems in Kansas were developed.

### **Person(s) Responsible:**

Bill Bagshaw, Assistant Director, Teacher Licensure and Accreditation  
 Kansas State Department of Education, Teacher Licensure and Accreditation  
 Kansas State Department of Education, Information Technology  
 Kansas State Department of Education, Planning and Assessment  
 Building level administrators  
 District level administrators

### **Evidence:**

#### ***Kansas Educator Evaluation Protocol (KEEP)***

1. KEEP Constructs and Components Chart

2. KEEP Assessment Rubrics
3. KEEP Goals
4. KEEP Artifacts
5. KEEP Informal Observations
6. KEEP Beginning, Mid, and End of Cycle Conferences
7. KEEP Summary Rating
8. KEEP Handbook
9. Kansas Department of Education Summative Evaluation Rating Matrix
10. Kansas Department of Education Performance Levels Definitions Survey and Report
11. Kansas Department of Education Default List of Student Growth Measures
12. Kansas Department of Education Year-End Evaluations Report from Districts
13. Kansas Department of Education Teacher Access to Student Performance (TASP)
14. Kansas State Statutes
15. KSDE Kansas Educator Evaluation Systems webpages

### ***LEA Determined Educator Evaluation Systems***

1. LEA Determined Instructional Practice Protocols Assessment D2 Assurances Form Annual Submission
2. LEA Determined Instructional Practice Protocols Assessment Rubrics
3. LEA Determined Instructional Practice Protocols Goals
4. LEA Determined Instructional Practice Protocols Artifacts
5. LEA Determined Instructional Practice Protocols Informal and Formal Observations
6. LEA Determined Instructional Practice Protocols Conferences
7. LEA Determined Instructional Practice Protocols Summary Rating
8. Kansas Department of Education Summative Evaluation Rating Matrix
9. Kansas Department of Education Performance Levels Definitions Survey and Report
10. Kansas Department of Education Default List of Student Growth Measures
11. Kansas Department of Education Year-End Evaluations Report from Districts
12. Kansas Department of Education Teacher Access to Student Performance (TASP)
13. Kansas State Statutes
14. KSDE Kansas Educator Evaluation Systems webpages

### **Resources:**

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Kansas statutes address the provision of useful feedback for educators. 72-9004(e) states that persons to be evaluated shall participate in their evaluations, and shall be afforded the opportunity for self-evaluation. And 72-9005 indicates that whenever an employee is evaluated, the written documentation shall be presented to the employee and that employee shall acknowledge the presentation of the documentation by his/her signature with an opportunity for response in writing within two weeks of presentation.

### **Obstacles to Milestones and Activities:**

#### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

KSDE has developed a comparative model for the multiple student growth measures and instructional practice in order to develop a final summative rating. This model needs to be well distributed via presentations and trainings throughout the 2014-2015 academic year.

Technical assistance for how the evaluation process provides useful feedback at the individual, building, district, and state levels is still in infancy stages and needs to be further defined.

KSDE needs to release and manage state-wide reporting online surveys for data collection that will be included in the newly created annual report.

## Guideline 6 Description

### Used to Inform Personnel Decisions

An educator evaluation system supports processes that lead to decisions regarding retention, promotion, compensation, and rewards. It should be aligned to educator licensure and increase the educator's ability to improve student learning.

Within each guideline of this waiver, KEEP and LEA Determined educator evaluation systems are addressed within each subtitle.

#### Key Milestones and Activities:

#### History

##### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Prior to use of the KEEP Educator Evaluation System or another approved LEA Determined Educator Evaluation System, using evaluations to inform personnel decisions was made at the local district level. Typically, teachers or building leaders were relocated within districts (based on evaluation results) to schools where students would benefit from the transfer; or due process was undertaken related to job jeopardy with the educator being evaluated.

While training is underway to assist districts in using the evaluation systems to inform personnel decisions, 2013-2014 is a Pilot III year for KEEP and a Pilot I year for all other LEA Determined Educator Evaluation Systems. KSDE provides guidance and support to all school districts. Initial comparisons of historical state assessment data to educator performance data has been completed allowing KSDE to make initial inferences about teacher performance related to student performance on state assessments. While this initial comparison study had limitations, it gave KSDE a beginning point of how data will inform future studies.

#### Ongoing

##### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Proposed educator evaluation systems must be approved through a KSDE review process. Kansas has a *Teacher and Leader Evaluation Instrument Peer Review* process that ensures the requirements of both KEEP and LEA-Determined educator evaluation instruments, submitted for use by any district, is aligned with the six educator evaluation guidelines prior to being approved by the KSDE. Districts submit the D2 Assurance Form through an online form annualized process each year by the deadline of March 1. The form is then approved/disapproved by peer review. Approval is conveyed to each district by email and placed on the Kansas Evaluations webpage as a spreadsheet.

## **Long-term Planning**

### ***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

In order to view trends in correlated educator performance data and student assessment data on the Kansas state assessments, KSDE will begin data collection for longitudinal studies in 2014-2015 corresponding with full implementation of teacher evaluation systems in Kansas. This data collection includes rostering students to assigned teachers and allowing for further correlation among data to draw additional inferences over time. State assessment data will not be used to inform personnel decisions until 2017 or 2018 dependent upon waiver approval. The timeline for data collection is as follows:

2014-2015	Full implementation of educator evaluation systems, student growth measures and summative ratings; first year of new state assessments without enhancements
2015-2016	Enhanced state assessments given, first data point
2016-2017	Second data point, first calculation of student growth
2017-2018	Data analyzed for distinct patterns that have occurred over time, third data point, second calculation of student growth, first year educator evaluations are used to inform personnel decisions

It is the expectation that state assessment data will be used as a student growth measure once there are multiple years of data reflecting an educator’s likely impact on student learning.

### **Deliverables for 2013-2014**

#### ***Kansas Educator Evaluation Protocol (KEEP)***

In the KEEP system, educators rated as Developing or Ineffective will be evaluated at least twice annually and subject to intensive supervision, until improvement of instruction results in ratings of Effective or Highly Effective. Failure to improve for two consecutive years could lead to dismissal. The process for intervening for teachers rated as Developing or Ineffective is differentiated. Teachers or building leaders needing added support to be successful in Instructional Practice and Student Learning will use a required Individual Growth Plan. The template below can be used to chart the student growth measures used to assess a teacher’s effectiveness.

Student Growth Measures (SGM) Template						
Optional – for use in Educator Evaluations						
SGM #1 – 4 YRs	SCORE YR #1	SCORE YR #2	SCORE YR #3	SCORE YR #4	Met	Not Met
State Assessment (SA) Used: Reading, Math, Science, History	YR #1 SA	YR #2 SA	YR #3 SA	YR #4 SA	Comprehensive 4 YR SA Rating	
SGM #2 Current Year	Name of Assessment: Vendor/Local				Met	Not Met
	Scores:					
SGM #3 Current Year	Name of Assessment: Vendor/Local				Met	Not Met
	Scores:					

The table below indicates when an Individual Growth Plan is required, and the recommended course of action should an educator’s practice not improve.

Year 1	Year 2	Year 3	Recommendation
Ineffective*	Ineffective*		Non-renew
Ineffective*	Developing*	Developing*	Intensive Supervision
Ineffective*	Developing*	Ineffective*	Non-renew
Developing*	Ineffective*	Developing*	Intensive Supervision
Developing*	Developing*	Ineffective*	Intensive Supervision
Developing*	Ineffective*	Ineffective*	Non-renew
*Individual Growth Plan (IGP) required.			

***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

The Educator Intervention Schedule for All Kansas Schools states the following:

For 1<sup>st</sup> and 2<sup>nd</sup> year teachers: Inexperienced teachers in the first two years of employment showing a pattern of Ineffectiveness according to evaluations may not be eligible for a continuance of a contract and may not qualify for a professional license.

For 3<sup>rd</sup> and 4<sup>th</sup> year teachers: Experienced teachers found to be Developing or Ineffective for two consecutive years will be considered in “job jeopardy” and will be placed on an intensive supervision plan that may lead to due process or dismissal.

For experienced teachers beyond the 4<sup>th</sup> year of teaching: An experienced teacher rated Developing or Ineffective will be evaluated annually and on intensive supervision until rated Effective or Highly Effective. Failure to improve for two consecutive years may lead to dismissal.

KSA 72-9004(f) authorizes the option to non-renew on the basis of incompetence if the evaluation has been completed prior to the notice of non-renewal. KSA 72-5445a authorizes the local board to delay the awarding of non-probationary status if the educator performance is less than satisfactory.

During 2014-2015, summary ratings will be required for all educators in all districts. These will be collected for research related to informing personnel decisions. Districts will be asked to agree to use the matrix (see page 29) to inform personnel decisions.

The Kansas Department of Education Summative Evaluation Rating Matrix (see page 29) delineates how the educators will be evaluated by component and provides for a correlation between the ratings based on the statewide assessments being utilized in Kansas and the other four components of the system - Student Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. The Instructional Practice Summary Rating is based on the compiled ratings of the Student Learning, Content Knowledge, Instructional Practice, and Professional Responsibility components. Three different student growth measures result in a Student Growth Measures Summary rating. The result of both Summary Ratings is known as the Summative Evaluation Rating. Additionally, significant “Rules” are in place to prevent skewed ratings. These Rules are:

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 rated one performance level higher than the lowest Summary Rating.
5. When both Summary Ratings are the same, that rating becomes the Final Summative Performance Rating.

The first three bulleted items demonstrate that Kansas is committed to including student growth using multiple student growth measures as a significant factor in meaningfully differentiating the quality of teachers in Kansas.

#### **Detailed Timeline:**

Appendix A of this document displays the timetable for work completed contributing to how teacher and building leader evaluation systems in Kansas are used for continual improvement.

#### **Person(s) Responsible:**

Bill Bagshaw, Assistant Director, Teacher Licensure and Accreditation  
Kansas State Department of Education, Teaching and Licensure  
Kansas State Department of Education, Planning and Assessment

LEAs Human Resources  
Building level administrators  
District level administrators

**Evidence:*****Kansas Educator Evaluation Protocol (KEEP)***

1. KEEP Summary Ratings and Summative Rating
2. KEEP 2014 Debriefing Meeting Results
3. Kansas Department of Education Summative Evaluation Rating Matrix
4. Kansas Department of Education Performance Levels Definitions
5. Kansas Department of Education Default List of Student Growth Measures
6. Kansas Department of Education Year-End Evaluations Report from Districts
7. Kansas Department of Education Teacher Access to Student Performance (TASP)

***LEA Determined Educator Evaluation Systems***

1. LEA Determined Instructional Practice Protocols Summary Rating
2. Kansas Department of Education Summative Evaluation Rating Matrix
3. Kansas Department of Education Performance Levels Definitions
4. Kansas Department of Education Default List of Student Growth Measures
5. Kansas Department of Education Year-End Evaluations Report from Districts
6. Kansas Department of Education Teacher Access to Student Performance (TASP)
7. 2014 Field Pilot Review of LEA Evaluations

**Resources:*****Kansas Educator Evaluation Protocol (KEEP)***

If the educator (leader or teacher) is deemed incompetent, which is represented in the “Ineffective” rating, (KSA 72-9004(f) authorizes the opportunity to non-renew on the basis of incompetence if the evaluation has been completed prior to the notice of non-renewal. KSA 72-5445a authorizes the local board the opportunity to delay the awarding of non-probationary status if the educator performance is less than satisfactory. Satisfactory is represented in KEEP as Developing.

Kansas educators are expected to achieve at minimum the Developing level or a stronger rating. It is possible that a teacher may be rated as Developing and not meet any student growth measures, depending on the length of employment. A first year teacher is required to be evaluated twice in their first year before any state assessment is administered. It also takes two or more years of data to begin the process of calculating growth from multiple measures of student growth. For veteran teachers who do not meet any of their three measures, it would be difficult for a school to rank them as Developing when there are multiple years of data. This has been addressed during the 2013-14 pilot year through trainings on using multiple measures of student growth as a significant factor. A strong

professional practice rating married to low impact on student academic performance will result in the development of a plan of assistance (Individual Growth Plan) that focuses on the discrepancy between the two and requires strong support for improvement.

Upon delay of non-probationary status, a prescribed plan of assistance (KSA 72-5445a (2)) must be written to include specific goals related to professional practice and student academic performance. In KEEP, a prescribed plan of assistance is the Individual Growth Plan (IGP). An Individual Growth Plan is initiated in circumstances noted in the table above. Districts may choose to use the Individual Growth Plan in other circumstances.

KSA72-9003 requires all Kansas districts to adopt a written policy of personnel evaluation procedure in accordance with the law as outlined in KSA72-9004, and file the same with the KSBE. Instruments filed must include both professional practice and improvement in academic performance of students. The submission process was presented to the KSBE at the June 2012 meeting. Districts began educator evaluation systems selection and submission in the Spring of 2013. All districts now maintain their educator evaluation systems selection through the D2 Assurances online form process.

### ***LEA Determined Educator Evaluation Systems***

If the educator (leader or teacher) is deemed incompetent, which is represented in the “Ineffective” rating, (KSA 72-9004(f) authorizes the opportunity to non-renew on the basis of incompetence if the evaluation has been completed prior to the notice of non-renewal. KSA 72-5445a authorizes the local board the opportunity to delay the awarding of non-probationary status if the educator performance is less than satisfactory.

A first year teacher is required to be evaluated twice in their first year before any state assessment is administered. It also takes two or more years of data to begin the process of calculating growth from multiple measures of student growth. For veteran teachers who do not meet any of their three measures when there are multiple years of data will be addressed during the 2013-14 pilot year through trainings on using multiple measures of student growth as a significant factor. A strong professional practice rating married to low impact on student academic performance will result in the development of a plan of assistance (Individual Growth Plan) that focuses on the discrepancy between the two and requires strong support for improvement.

Upon delay of non-probationary status, a prescribed plan of assistance (KSA 72-5445a (2)) must be written to include specific goals related to professional practice and student academic performance. In KEEP, a prescribed plan of assistance is the Individual Growth Plan (IGP). An Individual Growth Plan is initiated in circumstances noted in the table above. Districts may choose to use the Individual Growth Plan in other circumstances.

KSA72-9003 requires all Kansas districts to adopt a written policy of personnel evaluation procedure in accordance with the law as outlined in KSA72-9004, and file the same with the KSBE. Instruments filed must include both professional practice and improvement in academic performance of students. The submission process was presented to the KSBE at the June 2012 meeting. Districts began educator evaluation systems selection and

submission in the Spring of 2013. All districts now maintain their educator evaluation systems selection through the D2 Assurances online form process.

**Obstacles to Milestones and Activities:**

***Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems***

Regarding accurate rostering of students to teachers and courses, LEAs identify time for training to be a challenge.

Training LEAs to appropriately correlate student growth and evidence of professional practice to a final summary rating on educator evaluations will take time, training, and support.

Districts will be encouraged to use the student growth measures that they are already using, but have concerns about exactly how student growth measures will affect the evaluation process.

An overall summative rating (scoring method) will be challenging and require training and time for evaluators to learn.

## Conclusion

The Kansas State Department of Education will require that all Kansas school districts utilize evaluation systems that meet the guidelines stipulated in the Kansas Flexibility Waiver. Each Kansas school district will have a quality educator evaluation system whereby Kansas educators will be evaluated using student growth as a significant factor based on the results of valid and reliable student growth measures starting 2014-2015, combined with appropriate evidence and artifacts of quality instructional practice and documented professional learning experiences. Each Kansas school district will also have a final summative rating for all educator evaluations completed in 2014-2015. Kansas evaluation systems will support the belief that enhanced teacher performance will positively impact student growth between designated points in time. It is the expectation that all Kansas classrooms have an Effective or Highly Effective teacher and that all Kansas schools have an Effective or Highly Effective building leader.

## Appendix A Kansas Educator Evaluation Protocol (KEEP) and LEA Determined Educator Evaluation Systems Milestones and Timelines

Milestones	Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles	Documents
<b>Develop Educational System KEEP</b>	2010-2011	KSDE Stakeholders LEA Reps	KEEP Document Web Repository	Damian W. Betebenner National Center for the Improvement of Educational Assessment Dover, NH Wichita, Kansas December 13th, 2010 InTASC Standards ISLLC Standards KSDE IT	Funding for expert assistance Web design Meeting expenses	<b>2010-2011</b> July <a href="#">Evaluating School Principals (Key Issue Principal Assessments) July 2010.pdf</a> August <a href="#">Problems w Student Test Scores – EPI 8-29-2010.pdf</a> September <a href="#">Kansas Evaluation Project Agenda 9-27-2010.pdf</a> October <a href="#">Kansas Evaluation Project Agenda 10-18-2010.pdf</a> <a href="#">Standards Table Superintendents 10-18-2010.pdf</a> November <a href="#">Defining the population -Superintendents 11-22-10.pdf</a> <a href="#">Defining the population – Principals 11-22-10.pdf</a> <a href="#">Defining the population – Teachers 11-22-10.pdf</a> <a href="#">KS Teacher Standards Table 11-22-10.pdf</a> December <a href="#">Getting Teacher Evaluation Right - P Hinchey Dec 2010.pdf</a> <a href="#">METS Preliminary Findings-Research Paper 12-9-2010.pdf</a> <a href="#">Betebenner Presentation 12-13-10.pdf</a> <a href="#">Evaluation Project Agenda Dec13-14-2010.pdf</a> <a href="#">Kingman 331 Eval Info for P Coleman KSDE Dec 2010.doc</a> <a href="#">Goe-Kansas-12-13-2010.pdf</a> <a href="#">Standards Visuals12-29-2010.pdf</a> <a href="http://www.nap.edu/catalog/12820.html">http://www.nap.edu/catalog/12820.html</a> <a href="#">ISLLC Educational Leadership Policy Standards - 2008.pdf</a> <a href="#">Revisiting Superintendent Evaluation June 2007.pdf</a> <a href="#">The Widget Effect Research 2009.pdf</a> <a href="#">Standards Table Principals Dec 2010.pdf</a> January <a href="#">Triangulated Standards-based Evaluation Frameworks EETF 1-26-11 Skinner with notes.ppt</a> February <a href="#">Kansas Eval Project Agenda Feb 2011.pdf</a> March <a href="#">Draft Teacher Evaluation Flow Chart 3-16-11.pdf</a> <a href="#">Draft Rubric 3-27-11.doc</a> May <a href="#">Building Leader Rubrics 5-24-2011</a> <a href="#">Teacher Rubrics 5-25-2011</a> <a href="#">InTASC Model Core Teaching Standards, CCSSO, April 2011</a> June <a href="#">Memorandum of Understanding 6-16-11.doc</a> <a href="#">KEEP Handbook 6-17-11 (3).pdf</a>
<b>State Board Approval</b>	2011	KSDE Staff Stakeholders from design group	June KSBE meeting minutes	KSDE staff time	Time Funding	<a href="#">June 2011 Board Meeting Minutes</a>

<b>KEEP Pilot</b>	2011-2012	SIG districts and volunteer districts	KEEP system on KSDE website	KSDE funding for training and technical assistance ETS partnership	Timing for bargaining units in local districts Funding	<a href="#">KEEP Website</a> <a href="#">Pilot 1 List 2011-2012</a>
<b>KEEP Pilot Revisions</b>	2011-2012	Participating districts ETS KSDE staff	Revisions to the first edition of KEEP Additional Pilot Districts	ETS Current research Results from other states' pilots	Funding Staff time (KSDE) Coordinating national experts Coordinating ETS time	July <a href="#">KEEP Handbook 7-19-2011.pdf</a> August <a href="#">KEEP Handbook 8-1-2011(2).pdf</a> September <a href="#">KEEP Handbook 9-15-2011.pdf</a> November <a href="#">KEEP Informational Meeting – Salina, 11-2011</a> December <a href="#">KEEP Pilot PowerPoint 12-2011</a> February <a href="#">KEEP Handbook 2-6-2012.pdf</a> <a href="#">Evaluation meeting documents Feb 2011.pdf</a> March <a href="#">KEEP Handbook 3-8-2012.pdf</a> April <a href="#">Summary Evaluation Process Discussion April 2011.pdf</a>
<b>KEEP System Revisions</b>	2012-2013	Participating districts REL KSDE staff CGTL	Pilot II identified Form D2 Assurances KEEP system updates Revisions published on the KSDE website	KSDE staff Professional organizations Technical assistance Multiple measures index study REL	Funding Staff time (KSDE) Stakeholder availability	August <a href="#">KEEP 2 participating districts 8-31-12.pdf</a> September <a href="#">KEEP MAP 2 9-7-12.pdf</a> <a href="#">REL Pilot II Debrief – REL KEEP Model Comparisons Jan 31 2013.pdf</a> October <a href="#">Constructs and Components 10-2012.pdf</a> <a href="#">Peer Review Agenda October 30, 2012.pdf</a> <a href="#">KEEP Pilot 2 Handbook 2012 OCT.pdf</a> November <a href="#">KEEP Regional Meetings List, November and December 2012</a> December <a href="#">Guidelines Assurance Review 12-5-12.docx</a> <a href="#">KEEP 2 Districts 12-6-12.pdf</a> <a href="#">Guidelines Scoring Sheet 12-17-12.docx</a> <a href="#">Peer Review Team Process 12-17-12.docx</a> <a href="#">Employee Evaluation System Review 12-17-13.pdf</a> Multiple Student Growth Measures Index Study
<b>KEEP Data Repository Enhancements</b>	2012-2013 2013-2014 2014-2015  annually updated each Spring	Participating districts KSDE staff IT LEA Pilots	Revisions to the second edition of KEEP(major Repository Enhancements Field training schedule	KSDE staff Professional organizations Technical assistance Information Technology	Funding Staff time (KSDE) Stakeholder availability	IT Enhancements documentation Housed in KSDE IT Project Folder
<b>Teaching In Kansas Commission II</b>	September 2012 October 2012	KSDE	Group Membership Meeting Schedules Committee Work	National Facilitator REL Supporting Research	None	Teaching in Kansas II <a href="#">September 14, 2012 Agenda</a> Teaching in Kansas II <a href="#">September 14, 2012 - Meeting Summary</a> Teaching in Kansas II <a href="#">October 19, 2012 Agenda</a>

<b>Teaching In Kansas Commission II</b>	December 2012	KSDE	Presentation of Status Report to KSBE	Committee Members	Time	<a href="#">TIKC II December 2012 Status Report Draft 3 12-11-12.pdf</a> <a href="#">TIKC II Focus Group Meetings 1-16-2013.pdf</a>
<b>Student Growth Measures Focus Groups</b>	Spring 2013	TIKC II KSDE	Event Calendar LEA/Stakeholder Input	KSDE Staff, TIKC II Committee Members	Time Travel	<a href="#">TIKC II Focus group members and presentation 2-25-13.pptx</a>
<b>REL Collaboration</b>	Spring 2013	REL KSDE	Meeting Schedules Multiple Measures Lists and Documentation	REL Research and Recommendations	None	<a href="#">REL Pilot II Debrief – REL KEEP Model Comparisons Jan 31 2013.pdf</a> Multiple Measures Grades Levels 3-21-13
<b>Develop Trainer Protocols</b>	January 2013	KSDE	Resource Development	Budget LEA Input Service Centers	None	<a href="#">Mid-Year Pilot II debriefing Wichita 1-30-2013.pdf</a> <a href="#">Training Model 1-31-2013.pptx</a> <a href="#">Training Model Development Team 1-31-2013.pdf</a> Service Centers List
<b>D2 Assurance Form Due</b>	March 1, 2013	KSDE LEAs	Email Submission	Staff	Time Scheduling Compilation	<a href="http://community.ksde.org/Default.aspx?tabid=5764">http://community.ksde.org/Default.aspx?tabid=5764</a>
<b>Train the Trainers Development</b>	March 2013	KSDE Education Service Centers Consultants	Manuals Training Documents Training Protocols	Trainers	Time Scheduling	<a href="#">Multiple Measures Handout 3-13-13.pdf</a> <a href="#">Train the Trainer Presentation 3-25-28-2013.pptx</a>
<b>Teaching in Kansas Commission II Final Meeting</b>	April 2013	KSDE	Final Reports Measures List	REL Supporting Research	None	<a href="#">REL Kansas Student Growth in Educator Evaluation Presentation 4-8-13.pptx</a> Teaching in Kansas II <a href="#">Teaching in Kansas Commission II Status Report</a> DRAFT <a href="#">Default List of Multiple Measures</a>
<b>Update with Kansas State Board of Education Present</b>	April and May 2013	KSDE	Final Report Power Point Data	KSDE Staff	None	<a href="#">April Board Meeting Materials</a> <a href="#">May Board Meeting Materials</a> KSDE Board Presentation - <a href="#">Identifying Multiples Measures and Defining Significant 5-14-2013</a>
<b>Center on Great Teachers and Leaders</b>	May 2013	KSDE Center on Great Teachers and Leaders	Conference Call Materials Received	Default Multiple Measures Default Matrix	None	<a href="#">Default List of Multiple Measures DRAFT - May 2013.pdf</a> <a href="#">KEEP Handbook 8 May 30 - 2013.pdf</a> <a href="#">Multiple Measures Presentation 6-4-2013.pptx</a> <a href="#">KEEP Process Presentation 6-5-2013.pdf</a>
<b>Develop 2013-14 Final Pilot Plan – All Districts (Deliverable)</b>	May 2013 to August 2013	KSDE Education Service Centers Consultants	Training Materials Schedules Webpage Resources	Field Trainers KSDE Center on Great Teachers and Leaders REL	Time Funding	REL Valid and Reliable Measures 5-2013 May <a href="#">KEEP Fact Sheet May 2013.pdf</a> <a href="#">Frequently Asked Questions May 2013.pdf</a> <a href="#">Professional Development for Evaluation System Trainers 5-1-2013.pdf</a> <a href="#">REL Valid and Reliable Measures 5-1-2013.pdf</a> <a href="#">Peer Review 6 Guidelines for vetting Final 5-1-2103.docx</a> <a href="#">Peer Review of 6 Guidelines 5-1-2013.pdf</a> <a href="#">Peer Review Team Process 5-1-13.pdf</a> <a href="#">KEEP Schematic May 2013.jpg</a> <a href="#">Evaluation Systems per Districts May 15 2013.pdf</a> <a href="#">All Evaluation Systems per Districts May 15 2013.pdf</a> <a href="#">Chanute KEEP Presentation 5 29 2013.pptx</a> <a href="#">KEEP Handbook 8 May 30 - 2013.pdf</a>

<b>KNEA Presentation</b>	June 2013	KSDE KNEA	Training Materials Webpage Resources	KEEP Webpages and PPT		<a href="#">Scott Myers KNEA Presentation 6-5-2013.pptx</a>
<b>Pilot III (Final) All Districts And KEEP Specific Districts (Deliverable)</b>	2013-2014	Participating KEEP districts KSDE staff All districts	Form D2 Assurances KEEP system updates Revisions published on the KSDE website	KSDE staff Technical assistance Consultants IT Technology Tools	Funding Staff time (KSDE) Stakeholder availability Technology Tools	<a href="#">D2 Guidelines Assurance Review Sheet</a> <a href="#">D3 Frequently Asked Questions</a> <a href="#">D2 Assurance Forms Collected 2013 by KSDE.docx</a> - table
<b>Final KEEP System Revisions (Deliverable)</b>	Spring 2013 for 2013-2014	Participating KEEP districts, KSDE staff	Final revisions to KEEP System Documents and Repository	KSDE staff CGTL Professional organizations Technical assistance REL	Funding Staff time (KSDE) Stakeholder availability	In Process Ongoing List of Development Features to be integrated into KEEP Repository April 2014
<b>KSBE meeting – ESDE Waiver Information Presented</b>	July 9, 2013	Scott Myers Bill Bagshaw	KSBE Minutes	KEEP Website KSDE Website		<a href="#">State Board: ESEA Update -- July 9, 2013</a>
<b>Default Multiple Measures List and Matrix Dissemination (Deliverable)</b>	Begin August 2013	KSDE REL Center on Great Teachers and Leaders	Repository Training Default Multiple Measures Matrix Training	Training materials Field training ESC Technical assistant consultants	Time Funding	<a href="#">How to Register to Log-in to KEEP 2013.pdf</a> <a href="#">KEEP Train the Trainer Advanced Training AGENDA - July 16 2013.pdf</a> <a href="#">Train the Trainer Advanced Training Attendees 7-16-2013.docx</a> <a href="#">KEEP Advanced Train the Trainer Training July 2013.pptx</a> <a href="#">KEEP DATA REPOSITORY USER GUIDE 2013.pdf</a> <a href="#">Evaluation Systems per Districts July 23 2013.jpg</a> <a href="#">KEEP Teachers Trainings - Fall 2013.pdf</a> <a href="#">KEEP Webinars Flyer - Fall 2013.pdf</a> <a href="#">KEEP Trainings Webpages</a> <a href="#">KEEP Training Schedule 2013-2014</a> <a href="#">KEEP Trainings Archive</a>
<b>Final Pilot Begins- Multiple Student Growth Measures Training to Begin (Deliverable)</b>	August 2013 – May 2014	KSDE	Multiple Measures and Significance Training	PowerPoints Matrix Charts Default List Technology Tools	Access to LEA Staff Available Trainers Technology Tools	In Process <a href="#">Default List of Multiple Measures DRAFT - September 2013.docx</a>
<b>Develop Check List for Identifying Additional Multiple Student Growth Measures (Deliverable)</b>	August 2013 - May 2014	REL KSDE Bill Bagshaw	Criteria Identified	Training Materials Field Trainings KSDE Website, Evaluation Webpages	Time Funding	Completed <a href="http://community.ksde.org/Default.aspx?tabid=5798">http://community.ksde.org/Default.aspx?tabid=5798</a>

<b>Final Pilot Begins – Inter-rater Agreement Research (Deliverable)</b>	August 2013 – May 2014	KSDE	Inter-rater reliability materials	Center on Great Teachers and Leaders REL Research, Stanley Rabinowitz	Time	Stanley Rabinowitz Training at KSDE USDE Washington DC Training
<b>Inter-rater Agreement Training Continues (Deliverable)</b>	August 2013 - May 2014	KSDE LEAs	Training Documents Rubrics Evaluations	Training Materials Field Trainings REL Technology Tools	Time Technology Tools	Stanley Rabinowitz, Scott Myers and Bill Bagshaw Presentations at KSDE Annual Conference Building Inter-rater Agreement Webpage <a href="http://community.ksde.org/Default.aspx?tabid=5949">http://community.ksde.org/Default.aspx?tabid=5949</a>
<b>Final Pilot Begins – Technical Assistance (Deliverable)</b>	August 2013 – May 2014	KSDE Trainers Center on Great Teachers and Leaders	Rubric Training Repository Training Default Multiple Student Growth Measures Training	Training Materials Field Trainers	Time Funding	<a href="#">KEEP Training Schedule 2013-2014</a> <a href="#">KEEP Trainings Archive</a> <a href="#">Student Growth Measures Training Webpage</a>
<b>Student Growth Measures Used as a Significant Factor in Kansas Evaluations Studies (Deliverable)</b>	January – May 2014	KSDE LEAs	State-wide Aggregate	KSDE staff Professional organizations Technical assistance REL partnership LEAs Technology Tools	Stakeholder availability Effective Communication Technology Tools	In Process <a href="#">Cumulative Summative Rating - Expanded 1-9-2014.pdf</a> <a href="#">Years in KEEP progression 1-2014 website.jpg</a> <a href="#">Matrix Used to Determine Summative Evaluation Rating 1-24-2014.jpg</a> <a href="#">DRAFT Default List of Student Growth Measures 1-27-2014.pdf</a>
<b>IT KEEP Enhancements</b>	January – June 2014	KSDE LEAs KSDE IT	State-wide Responses Footprints Tickets	KSDE staff	Stakeholder availability Effective Communication	In Process Documentation Lists with IT Project Manager Javier Zarazua To be completed June 1, 2014
<b>Kansas Evaluation Annual Report System – in place with Reporting Plan and Reporting Schedule (Deliverable)</b>	June 2014 Report to be released August 2014	KSDE LEAs	State-wide usage	KSDE staff Professional organizations Technical assistance REL partnership LEAs Survey Monkey Form	Stakeholder availability Effective Communication	In Process Survey Collection Tool: Survey Monkey - <a href="https://www.surveymonkey.com/s/EvaluationAnnualReporting1-1-2014">https://www.surveymonkey.com/s/EvaluationAnnualReporting1-1-2014</a>
<b>Pilot III Debriefing</b>	February 19, 2014	KSDE LEAs REL	State-wide usage	KSDE staff Professional organizations Technical assistance REL partnership LEAs	Stakeholder availability Effective Communication	Completed <a href="#">Debriefing KEEP Survey Results 2014.pptx</a> KEEP Debriefing Meeting Summary 2-19-2014, <a href="#">Kansas KEEP Pilot Participant Meeting Summary 2-19-2014.pdf</a>

<b>D2 Assurance Form Due (Deliverable)</b>	Due March 1, 2014	KSDE LEAs	Survey Monkey Submission	Staff Survey Monkey Form	Time Scheduling Compilation	<a href="http://community.ksde.org/Default.aspx?tabid=5764">http://community.ksde.org/Default.aspx?tabid=5764</a> <a href="#">2014-2015 D2 Assurance Forms Received as of 4-7-2014.xlsx</a>
<b>Evaluation of Kansas Teacher &amp; Leader Evaluation Readiness (Deliverable)</b>	Spring 2014	KSDE Technical Assistance Consultant	Survey Data	Consultants	None	<a href="#">KEEP Training Schedule 2013-2014</a> <a href="#">KEEP Trainings Archive</a> <a href="#">Student Growth Measures Training Webpage</a> <a href="#">Debriefing KEEP Survey Results 2014.pptx</a>
<b>Kansas Districts Prepare for Full Implementation using Student Growth Measures as a Significant Factor, all new evaluation systems, reporting systems to KSDE (Deliverable)</b>	August 2013-June 2014	LEAs SEA	Assurances Trainings	KSDE Service Centers System Representatives Technology Tools	Effective Communication Technology Tools	<a href="#">KEEP District Leader Evaluation Rubrics 12-10-2013.pdf</a> <a href="#">KEEP Building Leader Rubrics 11-27-13.pdf</a> <a href="#">KEEP Teacher Evaluation Rubrics 12-10-2013.pdf</a> <a href="#">Years in KEEP and LEAs progression 12-2013.pdf</a> <a href="#">Cumulative Summative Rating - Expanded 1-9-2014.pdf</a> <a href="#">KANSAS Evaluation User Group Graphic 12-10-2013.jpg</a> <a href="#">Principals Federal Report Due Dec 20 2013.pdf</a> <a href="#">Superintendent Federal Report Due Dec 20 2013.pdf</a> <a href="#">Matrix Used to Determine Summative Evaluation Rating 3-31-2014.jpg</a>
<b>Final Adoption of using Student Growth Measures as a Significant Factor, all new evaluation systems, reporting systems to KSDE (Deliverable)</b>	2014-2015	LEAs	State-wide usage or an equivalent instrument model (state approved) usage is documented	KSDE staff Professional organizations Technical assistance REL partnership Technology Tools	Funding Staff time (KSDE) Stakeholder availability Deadlines Technology Tools	In Process <a href="#">KEEP Handbook January 2014.pdf</a> <a href="#">Cumulative Summative Rating - Expanded 1-9-2014.pdf</a> <a href="#">Years in KEEP progression 1-2014 website.jpg</a> <a href="#">Matrix Used to Determine Summative Evaluation Rating 3-31-2014.jpg</a> <a href="#">DRAFT Default List of Student Growth Measures 1-27-2014.pdf</a>
<b>Inform Personnel Decisions</b>	2014-2015 amend to 2016-2017	LEAs SEA	We propose to use longitudinal student growth data to inform personnel decisions beginning in 2016-2017.	KSDE Staff LEAs		We propose to use longitudinal student growth data to inform personnel decisions beginning in 2016-2017, amend to 2017-2018.

### 3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

The Kansas Educator Evaluation Protocol (KEEP) is the default evaluation system for Kansas school districts. KEEP was developed by Kansas educators collaborating to provide an evaluation system, including multiple student growth measures, available at no cost to districts in need of a quality system. This comprehensive evaluation system is designed for evaluating classroom teachers, building leaders and district leaders. KEEP developers used the InTASC standards for teachers and the ISSLIC standards for administrators as the foundation for design. Additionally, contemporary educational research guided the content and structure of this model system. All related instructions, documents and resource materials relevant to the KEEP process are found in the KEEP Handbook and on the KSDE KEEP webpages. KEEP evaluation information, evidence and artifacts are stored in the web-based KEEP data repository.

Prior to the approval of evaluation systems submitted by LEAs, KSDE formed and trained peer review teams to review each evaluation system ensuring a fidelity to each of the Six Guideline stipulated in Principle 3 of the Kansas Flexibility Waiver. Review teams were comprised of principals, superintendents, curriculum coordinators, KNEA representatives and appropriate KSDE staff. Once approved, districts were added to an approved list and placed on the KSDE website for public confirmation. This process will be conducted annually in an effort to maintain current documentation regarding the quality of educator evaluation systems used in Kansas.

The KSDE process for development of LEA involvement has been to convene an advisor group of multiple levels of state educators and nationally recognized educator agencies (including teachers and principals). This group created the KEEP Constructs and Components mechanisms to review, revise, and improve the teachers, building leaders and districts educator leadership by creating a high-quality teacher and principal evaluation process that included the above six guidelines.

Districts in Kansas could choose to purchase an educator evaluation system through vendors or use one created by the district (several districts had already developed comprehensive educator evaluation systems they wanted to continue to use). To ensure that all of these educator evaluation systems met very specific criteria, districts throughout Kansas used the six guidelines for all evaluation systems giving districts the support needed to adopt or create a rigorous, comprehensive and fair system of evaluation aimed at improving instructional quality and student academic growth:

1. Used for continual improvement of instruction.
2. Differentiated performance using at least three levels.
3. Multiple, valid measures in determining performance levels, including as a significant factor data related to student growth for all students and a process ensuring inter-rater agreement.
4. Evaluation of all educators on a regular basis.
5. Provide clear, timely, useful feedback that identifies needs and guides professional learning opportunities to specific needs.

6. Data and a process will be used to inform personnel decisions.

In addition, the KSDE process for each LEA adopting an educator evaluation system other than KEEP requires completion and submission annually of a D-2 Assurance Form, a mechanism developed by KSDE. The D-2 Assurance Form asks all Kansas districts to review, revise, and improve their district educator evaluation system assuring adherence to the above six guidelines and allowing for high-quality teacher and principal evaluation and evaluation support systems.

The KSDE process for each LEA piloting the involvement of teachers and principals has been to conduct three pilot years – Pilot I (2011-2012), Pilot II (2012-2013), Pilot III (2013-2014). All evaluation systems in the state of Kansas are currently in pilot process for 2013-2014. All LEA chosen educator evaluation systems are involved with reviewing, revising, improving and supporting high-quality teacher and principal evaluation consistent with the six adopted guidelines.

The KSDE process for each LEA implementing their chosen high-quality teacher and principal educator evaluation system, including the Kansas Educator Evaluation Protocol (KEEP) “default” educator evaluation system, has been and continues to evolve through KSDE sponsored technical assistance and training. These state-sponsored mechanisms include teacher, building leaders and district leadership technical assistance and face-to-face trainings, webinars, online resources, and phone and email support. The support mechanisms are designed to instruct, review, revise, strengthen and improve all of the operations of the newly selected evaluation systems consistent with the SEA adopted guidelines.

KSDE has set state-wide deadlines for reporting that all state evaluations are completed. In 2013-2014, KSDE developed an online system to allow digital submissions of year-end reporting. The KSDE educator evaluation annual report utilizes district evaluation reports as 1) overall aggregated data from educator evaluations and 2) as large district data to inform the state of Kansas.

And, finally, KSDE will begin data collection for longitudinal studies in 2014-2015 corresponding with full implementation of teacher evaluation systems in Kansas in order to look at trends when correlating educator performance data with student assessment data from the Kansas state assessments.

#### **ESA Flexibility Kansas Implementation Timeline Chart**

<b>State</b>	<b>Kansas</b>
ESEA Flex Window	Window 2
Fully Implementing College and Career Ready Standards (School Year)	2012-2013
New Assessment Implementation (School Year)	2014-2015 (CETE)
Priority School Identification (School Year)	2012-2013
Focus Schools Identification (School Year)	2012-2013
Reward Schools; Other Title I School Identification (School Year)	Annually starting 2012-2013
<b>Pilot Educator Evaluation (School Year)</b>	<b>2011-2012; 2012-2013; 2013-2014</b>
<b>Fully Implemented Educator Evaluation, Student Growth data collection begins as a significant part of the educator evaluation (School Year)</b>	<b>2014-2015</b>
<b>Inform Personnel Decisions (School Year)</b>	<b>Use 2016-2017 data to inform 2017-2018</b>