

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100024**

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
12/3/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Kansas Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
481124839	879897098

d. Address:

* Street1:	120 SE 10th Avenue
Street2:	
* City:	Topeka
County:	
State:	KS
Province:	
* Country:	USA
* Zip / Postal Code:	66612

e. Organizational Unit:

Department Name:	Division Name:
Information Technology	Fiscal and Administrative Services

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Kathy
Middle Name:		

* Last Name: Gosa

Suffix:

Title: Director of Information Technology

Organizational Affiliation:

* Telephone Number: (785)296-1723 Fax Number: (785)296-1314

* Email: KGOSA@KSDE.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data System Recovery Act Grants CFDA 84.384A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Schools and School districts

*** 15. Descriptive Title of Applicant's Project:**

Unifying Data Systems to Support Systemic Change in Education

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: KS-02

* b. Program/Project: KS-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 5/1/2010

* b. End Date: 4/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 3283030
b. Applicant	\$ 1122667
c. State	\$ 0
d. Local	\$ 0
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 4405697

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mrs. * First Name: Kathleen
Middle Name:
* Last Name: Gosa
Suffix:

Title: Director of Information Technology

* Telephone Number: (785)296-2317 Fax Number: (785)296-1413

* Email: KGOSA@KSDE.ORG

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Kansas Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: [X] ED [] Other (please specify): _____ The Indirect Cost Rate is 17.1%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[X] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 17.1%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Kansas Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 724,774	\$ 548,444	\$ 402,241	\$ 0	\$ 0	\$ 1,675,459
2. Fringe Benefits	\$ 207,576	\$ 156,684	\$ 114,048	\$ 0	\$ 0	\$ 478,308
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 32,250	\$ 0	\$ 0	\$ 0	\$ 0	\$ 32,250
5. Supplies	\$ 20,195	\$ 18,785	\$ 17,915	\$ 0	\$ 0	\$ 56,895
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 984,795	\$ 723,913	\$ 534,204	\$ 0	\$ 0	\$ 2,242,912
10. Indirect Costs	\$ 137,871	\$ 101,348	\$ 74,789	\$ 0	\$ 0	\$ 314,008
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,122,666	\$ 825,261	\$ 608,993	\$ 0	\$ 0	\$ 2,556,920

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Kathy Gosa

Title: Director of Information Technology

Date Submitted: 12/01/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Kathy Gosa Title: Director of Information Technology Applicant: Kansas Department of Education Date: 12/01/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Kansas Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Kathy Middle Name:

Last Name: Gosa Suffix:

Title: Director of Information Technology

Signature: _____

Date:

12/01/2009

ED 80-0013

03/04

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Unifying Data Systems to Support Systemic Change in Education** Pages: **1** Uploaded File: **P:\2010 LDS Grant\Final Docs\PDF\Abstract 2010 grant.pdf**

PROJECT ABSTRACT

UNIFYING DATA SYSTEMS TO SUPPORT SYSTEMIC CHANGE IN EDUCATION

Front page headlines in a recent Sunday paper read: “Changing demographics challenge educators”; and, “Regents propose higher targets: Following the governor’s lead, Board wants to increase retention and graduation rates at state universities.” The stories behind the headlines indicate not only the importance of education to the people of Kansas, but also the importance of data systems that can show trends and evaluate progress toward goals. Kansans want every child to have the opportunity to receive a research-based curriculum, effective instruction, and interventions at the earliest identification of need, but they have many questions about how to make these things happen. The 2010 LDS data grant will allow Kansas to answer questions by fulfilling its vision: create a unified P-20 system with linkages to workforce data and to other data systems that can be accessed by multiple audiences and can help inform policy and practice.

Through this LDS data grant, Kansas will expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies. Connections between the state’s two education data systems and with the Department of Labor data systems and those of other state agencies will be enhanced; the scope of postsecondary education data collections will be expanded; a statewide educator evaluation system will be implemented and the educator data collection system will be expanded to include additional indicators; a formative assessment system will be implemented and the PK-12 student data collections will be expanded to include those results, behavior data, and early childhood program and assessment data; the eTranscript initiative will be expanded to include college to college transfers; and a partnership of Midwestern states will implement a multi-state student locator framework for finding students that “drop out” of the state system. The grant will help Kansas improve access to education data, since resources will be used to develop a Collaborative Workspace linked to a Unified Standards Management & Reporting System, providing educators with targeted instructional resources for the students in their classes. In addition the Educator Career Pathway Performance & Planning system will provide appropriate portals to educator data for a number of stakeholder groups. The grant will help Kansas promote district focus on school improvement because funds will be used to develop the Unified Accountability and Planning System that leads to a unified school improvement plan. Finally, the grant will enable Kansas to build the capacity of educators to effectively use the integrated data presented by the systems because funds will be used for professional development, formative grant activity evaluations, and sponsored research.

The grant will enable Kansas to enhance elements already implemented and address capabilities not yet completed. This includes enhancing the link between the PK-12 and higher education data systems; providing more complete information regarding the extent to which students transition successfully from secondary school to postsecondary education, including enrollment in remedial coursework; providing additional information to address alignment and adequate preparation for success in postsecondary education; enabling education stakeholders to examine student progress and outcomes over time; facilitating the exchange of data among agencies and institutions within the State, and between States; enriching the availability and use of integrated information about teacher certification and teacher preparation programs; enabling access to reports for parents, teachers, and administrator on the achievement of their students; and enhancing the ability of the state to meet reporting requirements, including those related to progress on the metrics established for the SFSF. All grant activities will integrate and unify information, enabling stakeholders to make better decisions about Kansas education.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **30** Uploaded File: **P:\2010 LDS Grant\Final Docs\PDF\Project Narrative.pdf**

PROJECT NARRATIVE

UNIFYING DATA SYSTEMS TO SUPPORT SYSTEMIC CHANGE IN EDUCATION

There are two boards that oversee Kansas education: the Kansas State Board of Education (KSBE) and the Kansas Board of Regents (KBOR). KSBE's primary functions are to accredit approximately 1600 schools in 295 public, 20 private, and 8 state PK-12 school districts (enrolling 465,000 students); license PK-12 educators; fund PK-12 schools; and provide leadership for the improvement of public education. KBOR administers postsecondary education in the state, governing six state universities and supervising 19 community colleges, six technical colleges, and a municipal university. KSBE and KBOR are partners in the development of the state's preschool through college and/or work data system. The P-20 Council, convened by the Governor, functions to identify and recommend policies to KBOR and KSBE that ensure the smooth transition of students from high school to postsecondary education.

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

a. Need for Project

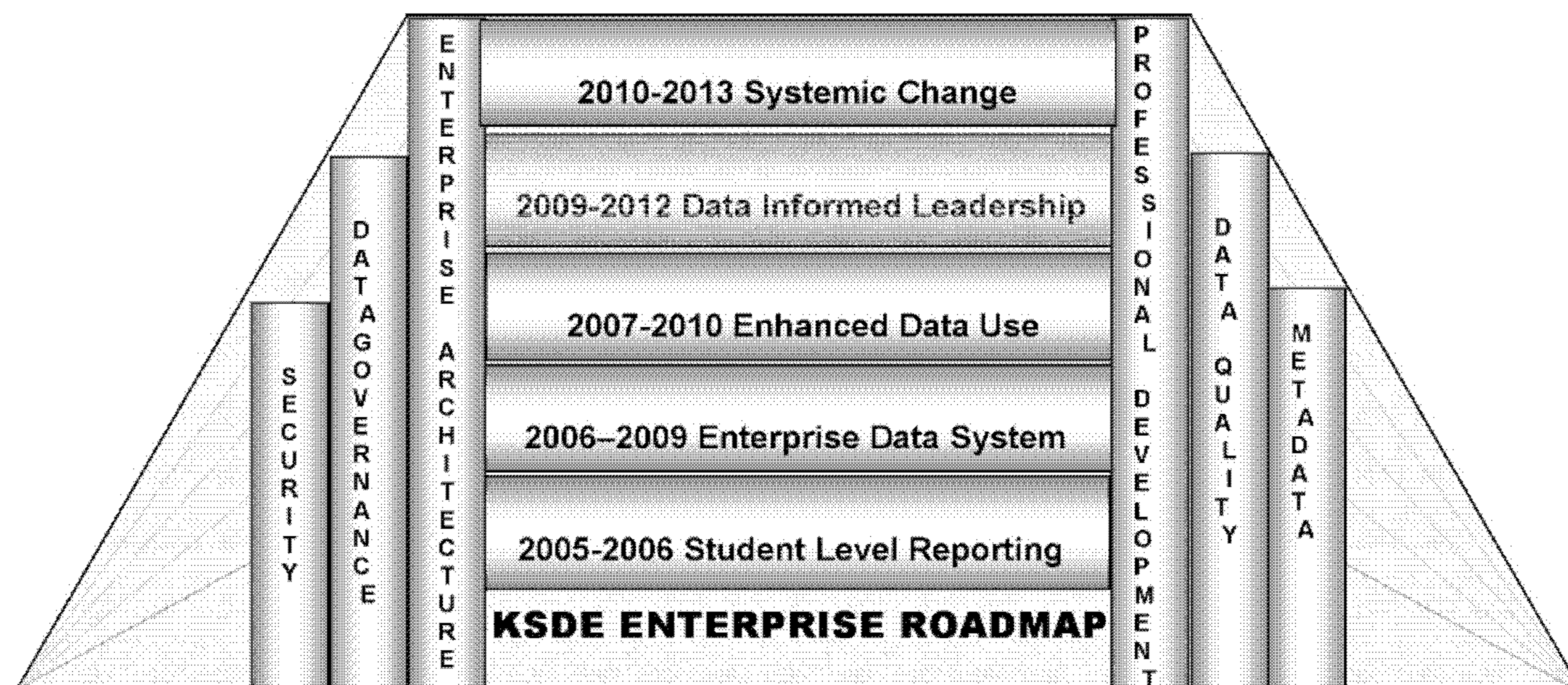
Current Capacity

As described in Appendix C and summarized below, the Kansas State Department of Education's (KSDE's) data system meets all Required Elements specified by the America Competes Act, with the exception of two: *matching teachers to students* and *student level transcript information with courses completed and grades earned*. Work on these two Elements is in progress and is funded by a 2009 IES SLDS grant. In addition, KSDE's data system includes three of the required Capabilities: *enabling the matching of teachers with information about their certification and teacher preparation programs and the institutions at which they received their training*; *ensuring the quality and integrity of data contained in the system*; and *providing the state the ability to meet reporting requirements for metrics established for the State Fiscal Stabilization Fund (SFSF) and for EDFacts data collection*.

Beginning with the 2005-2006 school year, KSDE implemented Kansas Individual Data on Students (KIDS), a data system for assigning and tracking unique state student identifiers (SSIDs) and for collecting individual student data based upon the SSIDs. KIDS collection includes demographic, enrollment, program participation, exit, performance, and accountability indicators. District funding, state and federal reporting (EDFacts), state assessments, and school accountability and accreditation are all longitudinally linked based upon the individual student data schools submit to KIDS. The assessment management system includes SSIDs of students

not tested, by grade and subject. Training and technical assistance are provided to districts so that 100 percent of accredited (public and private) schools are included in KIDS. KSDE works closely with student information system vendors, including frequent communication and a vendor certification program, to decrease the burden of student data collection on school districts. With funds from a 2007 IES SLDS grant, KSDE contracted with Edustructures, Inc. to implement a SIF-based student locator framework (SLF) to automate the assigning and tracking of SSIDs. After a successful pilot, additional districts are being enlisted to implement the SLF.

Diagram 1: KSDE Enterprise Roadmap



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

KBOR's unit record database, the Kansas Postsecondary Database (KSPSD), is supported by statutory mandate and was first implemented during the 2003-2004 academic year. KSPSD

supports data driven policy decisions by Board members and provides staff with data for policy development and implementation. Goals of the system include developing & enhancing analytical and research capabilities for KBOR and conducting longitudinal studies about how state policies affect postsecondary education and about how Kansas economic and demographic trends impact accessibility & affordability of postsecondary education. The system includes student-specific demographic variables, enrollment patterns, performance and accountability measures, and programs of study. As data enhancements have been made at KBOR, KSPSD has been rolled into the Kansas Higher Education Data System (KHEDS).

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

In 2006, with funds from an NCES Task Order, KSDE initiated the Data Quality Certification (DQC) program providing targeted professional development and recognition for school and district staff who enter data into the local student information systems and submit data to KIDS. These initial Data Entry and Data Coordinator tracks were targeted at improving the quality of data at the source and were extremely well received by participants. With funding from a 2007 IES SLDS grant, the DQC Task Force expanded the DQC program to include professional development tracks for Administrators, Assessment/Accountability Coordinators, and Enrollment/Transportation Coordinators as well as recertification tracks for all areas. The KSDE DQC tracks have been well attended and enthusiastically embraced by school and district staff, and preliminary analysis indicates that the quality of data submitted has shown significant improvement. Studies are underway to evaluate the degree to which the program improves data quality as well as to inform future expansion of the DQC program. Additional funding from the 2009 IES SLDS grant will allow KSDE to develop concentrations for Special Education, English Language Learner, Migrant, and Career and Technical Education, which can be combined with any KSDE DQC track. KBOR received funds from the 2009 IES SLDS grant to develop a DQC program for Kansas postsecondary institutions, which will target specific data quality issues identified in a 2008 pilot study of integrating K-12 and postsecondary data.

KSDE's data collection and reporting system includes a number of validity and edit checks to ensure quality and integrity, and data cannot be submitted until it passes these checks. Also, as part of the data submission process schools and districts are provided with tools for reviewing and analyzing their own data before submitting them to KSDE. These tools include aggregate data with drill down to individual student data, business rules, calculators, and specific "how to check" guidance. In addition, KSDE program staff compares data submitted by schools to

previous years' data and contacts the schools when a discrepancy exceeds a designated threshold, providing the schools with information to validate the quality of their data.

To assess the quality, validity, and reliability of the data, KSDE's Data Governance Board, through its Data Audit Program, directs the completion of annual statistical audits of data submitted by districts to determine potential errors and discrepancies. Identified issues can result in additional edits in the collection systems, targeted assistance to the schools, enhancements to KSDE's communication and training, and implementation or modification of policies. Each district can access its Data Audit results to inform needed system improvements; and the results are used as a component of targeted data quality training for participants in the DQC program described above. In addition, KSDE's fiscal audit staff performs in-person audits of data submitted by each school. KSDE's data system includes an Auditor application that provides the auditors' online access to individual student data submitted via KIDS, enabling them to compare the individual student demographic, enrollment, and program participation data submitted to the actual records of the school. Error resolutions are submitted to KSDE's KIDS system as audit records, and the data automatically update appropriate reports.

With funding from a 2007 IES SLDS grant, KSDE implemented an educator ID (EID) system and assigned unique identifiers (not SSNs) to all licensed educators in Kansas. The licensure and educator assignment systems were modified to include the EIDs, and an Educator Operational Data Store (Educator ODS) was implemented to integrate the educator assignment and licensure data, simplifying reporting and data comparisons. Through the ODS, links can be made between individual educators and the preparation programs that the educators completed.

The 2007 IES SLDS grant also provided funds to allow KSDE to establish a state task force and, working with ESP Solutions, implement state course codes based on the National Center for Education Statistics (NCES) Secondary School Course Classification System. The Kansas Course Code Management System (KCCMS) was developed and implemented to enable districts to link to the state course codes. In the 2009-10 SY, all districts will use KCCMS to submit and map their local K-12 course data to the Kansas Course Codes and will report individual staff assignments to KSDE based on Kansas Course Codes. In addition, KSDE is developing a student course completion collection system, to be integrated with KIDS. In spring 2010, pilot districts will begin submitting student course data using Kansas Course Codes. All districts will submit student course data starting with the 2010-11 SY. At that point, KSDE will have the ability to tie individual teachers to students, using course codes.

With funds from a 2009 IES grant KSDE contracted with Docufide, Inc., to implement electronic transcript /student record exchange (eTranscripts) between K-12 districts and from K-12 to postsecondary institutions. The solution is based on SIF and PESC standards, and rollout has begun. By spring 2010 minimal transcript and student record data elements will be determined, postsecondary institutions will be signed up to receive eTranscripts, and pilot districts will begin sending eTranscripts and student records. Full implementation is expected by spring 2012.

With initial funds from a 2007 IES grant and additional support from a 2009 IES grant, KSDE established the Kansas Education Data Users Consortium (KEDUC), a partnership with KBOR, KU, and K-State to advance the state's capacity for education research. The KEDUC partnership has developed a statewide research agenda as well as policies and procedures for conducting KEDUC supported research; and professional development modules related to use of research for education program improvement are being developed. KEDUC also encourages researcher/ practitioner partnerships to make research more relevant to practitioner needs.

KSDE and KBOR realize the importance of allowing important questions related to policy and practice to be answered through data, integrated across agencies. Therefore, they created the Kansas Connected Systems Committee, composed of representatives from most state agencies in Kansas, to discuss data sharing needs, data security, interagency agreements, and data governance issues. The discussions informed the writing of this proposal.

Kansas has relied on available national standards and guidelines--including those outlined in NCES Forum products, ED Facts specifications, SIF, and PESC--to guide development of its education data initiatives. For example, Kansas based its Metadata 101 class on the *Forum Guide to Metadata*; its Data Quality Certification program on the *Data Quality Curriculum* as well as *Building a Culture of Data Quality*; its Kansas Course Codes on the *Secondary School Course Classification System*; and its KIDS Collection System on *Accounting for Every Student*, *Education Indicators*, and *Managing an Identity Crisis*. Both the KIDS Student Locator Framework and the eTranscript solution are SIF-enabled, and KSDE is researching appropriate SIF standards for implementation of student course collection. Kansas is a proponent of national data standards, and KSDE staff participates and provides leadership on numerous national working groups, task forces, and committees. KSDE is viewed as a leader in several data system areas and has hosted state visits and openly shared with other states regarding ED Facts reporting, master data management, data governance, data quality, and P-20 collaboration. Kathy Gosa, KSDE's Director of IT, is participating on the NCES National Data Standards committee and is the Chair-elect of the NCES Forum and the EIMAC Longitudinal Data System subcommittee. Kansas will continue to use Forum products and other national data standards to inform development and ensure that our data systems are consistent with data initiatives in other states; and it will actively participate and provide leadership in national efforts to ensure data standards build on what is already in place, are feasible, and are technically excellent.

Capabilities/Elements To Be Addressed

As can be seen in Appendix C, Kansas is well on its way to accomplishing the 12 Required Data System Elements and 7 Required Data System Capabilities. The current grant will be used to address the following elements/capabilities as well as to enhance the usability of the data system. Specifically the activities of the grant will—

- Expand the unique statewide student identifier system to the postsecondary education systems (Outcome IA Activity 1);
- Expand the student groups for which student-level enrollment, demographic, and program participation information is collected and collect additional enrollment and demographic fields (Outcome IA Activities 4,6; Outcome IB Activity 4; Outcome ID Activity 1);
- Expand student-level transfer & completion data to include out-of-state & private institution transfers & completions (Outcome IA Activity 2; Outcome IB Activity 4; Outcome IE);
- Enhance the capacity of the PK-12 data system to communicate with the higher education data systems (Outcome IA Activity 1);
- Provide more complete information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework (Outcome IA Activity 2; Outcome IB Activity 4);
- Provide additional information determined necessary to address alignment and adequate preparation for success in postsecondary education (Outcome IA Activity 5; Outcome IB Activities 1,4; Outcome IID Activity 1);

- Enable education stakeholders to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces¹ (Outcome IA Activities 3,4,5; Outcome IB Activities 1-4; Outcome ID, Activities 1-3; Outcome IIE Activities 1-3; Outcome IIIA Activities 1-3; Outcome IIIB Activity 3);
- Enable the exchange of data among agencies & institutions within the State and between States so that data may be used to inform policy & practice¹ (Outcome IA Activities 6,7; Outcome IE Activities 1-2; Outcome IIB Activities 1-4; Outcome IIIB Activity 3);
- Provide teachers access to their students' data by building on the ability to match teachers and students (Outcome IIA Activities 3-7);
- Enrich availability and use of data obtained from matching teachers with information about their certification and teacher preparation programs (Outcome IB Activities 3,4; Outcome IC Activities 1-3; Outcome IIB Activities 1-4);
- Enable reports to be easily generated for parents, teachers, & administrator on achievement of their students and provide training on the use of reports (Outcome IIA Activities 1-7; Outcome IIC Activities 1-3; Outcome IIE Activities 1-3; Outcome IIIA Activities 1-3); and
- Enhance the ability of the state to meet reporting requirements of the Department, especially reporting requirements related to state progress on the metrics established for the SFSF (Outcome IC Activity 3; Outcome IID Activity 2).

In addition, the grant will further research related to school improvement efforts and evaluate the impact of data activities, occurring not just in Kansas but in many states, on student outcomes (Outcome IIIB Activities 1-2).

(b) Project Outcomes Related to System Requirements and Implementation

The Kansas Education Improvement Process was developed to meet the following goals:

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the education community continues to grow, learn and reflect
- Leaders at all levels take responsibility for the learning of every student in their schools/districts

To achieve these goals, continuous improvement processes within the model are meant to help educators collaborate to gain knowledge/expertise in effective practices; use academic and behavioral data to inform instructional decisions; and evaluate the effect of their decisions on student learning. Currently the model requires that educators look up and enter data on paper or electronic spreadsheets to identify needs, search for effective practices and/or programs to meet the needs, determine and provide needed professional development, and develop local systems for evaluating the practices and/or programs. A process for summarizing data and results across schools and districts for use by policy makers, using the model as the framework, does not exist.

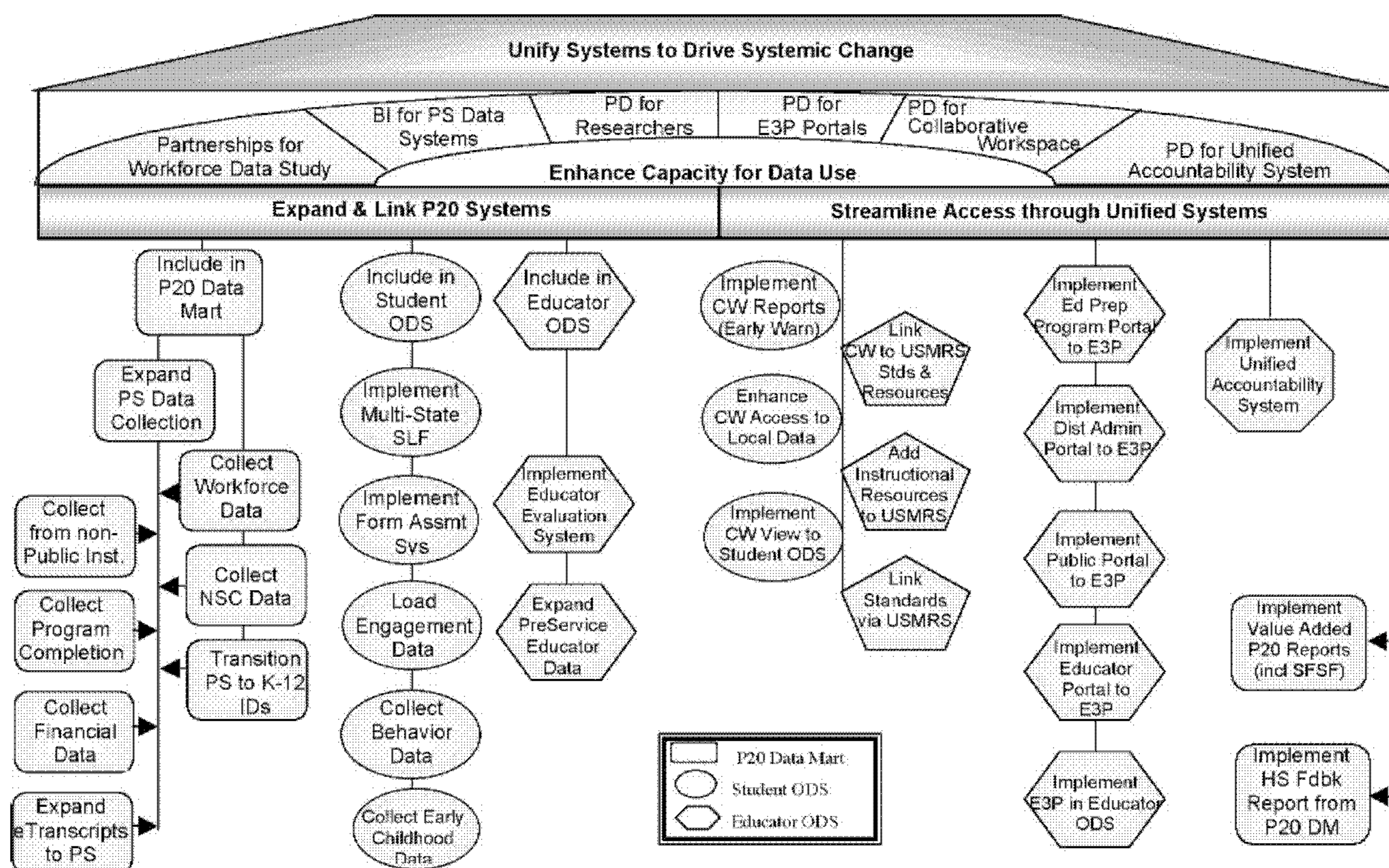
State agencies, particularly KSDE and KBOR, have data that could be extremely valuable to schools as they implement the Kansas Education Improvement Process; and additional data collections are planned. However, all of these data without an organizing framework can over-

¹ *Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.*

whelm users instead of helping them. Activities of this grant will integrate and unify the data interface for educators and policy makers and will implement a framework for using the data. (See Enterprise System Design 2013 in Appendix A for an overview of the impact of grant activities on the Enterprise Data System.) Activities will also help make connections for educators and policy makers so that the data provided are truly helpful information.

Proposed grant activities are organized under the Data Quality Campaign's three Actions for States: (I) Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies. (II) Ensure that data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement. (III) Build the capacity of all stakeholders to use longitudinal data for effective decision making.

Diagram 2: Grant Proposal Overview



I. Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies.

Outcome IA: Enhance data system connections between agencies and organizations, including the Kansas Board of Regents (KBOR), Department of Labor (KDOL), Department of Social and Rehabilitative Services (SRS), and Department of Health and Environment (KDHE).

- Both KSDE and KBOR have data systems that include unique student identifiers, but to establish the P20 connection, core data elements must be manually matched and the linked IDs stored. This is a time-consuming process and results in less than a 70 percent match rate.

- KBOR's adult basic education data system (PABLO) doesn't use the KSDE or KBOR student IDs, so there is no good way to link those data with P20 data. KBOR will adopt KSDE's KIDS Assignment system for KHEDS and PABLO so that one identifier follows the student throughout his/her education career, reducing the effort required for, and increasing the accuracy of, cross-agency links. Completion of this Outcome will streamline tracking of student progress, from preschool through postsecondary school and/or adult basic education.
- Currently, the KIDS/KHEDS link enables identification of students who transition from Kansas PK-12 schools to Kansas postsecondary institutions. In order to establish a more complete picture of how well students transition into postsecondary institutions, and to meet the metrics established for SFSF, high school graduates who transition into postsecondary institutions outside of Kansas must be tracked as well. In addition, postsecondary dropouts must be tracked to determine if they are continuing their education in another state. The National Student Clearinghouse (NSC) provides data and processes for tracking students who attend out-of-state postsecondary institutions. KSDE will contract with NSC to obtain an annual data load of Kansas' students who attend postsecondary institutions outside of Kansas, and these data will be included in the EDW and in KHEDS and made available via the P20 data mart.
 - Employment data are key to understanding the level of alignment of education programs, resources, and incentives with workforce demands. Through an agreement with KDOL, KBOR obtains employment information for graduates of the postsecondary data system. The data are from the unemployment insurance system and include employment status, salary range, and the North American Industry Classification System (NAICS) code. Students who move directly from high school into the workforce without attending postsecondary institutions, adult education students, and students who leave postsecondary education before graduation are not included in the file sent to KDOL. KBOR will work with KDOL and KSDE to develop a process for tracking all students who move from education to work and make the data available via the P20 data mart. KBOR, KSDE, and KDOL will enhance their current agreements and governance structures to address data sharing, confidentiality, and ownership issues.
 - Studies have shown that student engagement in school is critical to academic success. These data are not currently in the EDW, but some engagement data are available from the student survey section of the ACT. Therefore, KSDE will include ACT survey items that measure student engagement in the EDW and make them available through the P20 data mart.
 - The existing P20 data mart has the basic framework for providing cross-agency data to educators and policy makers, but it lacks employment, engagement, and financial aid data, all important to making good program and policy decisions. The P20 data mart will be expanded to include data needed to support metrics required by the SFSF and needed to better inform policy and program decisions.
 - Early childhood education data are collected by a number of state agencies in Kansas, including KSDE, SRS, and KDHE. Data collected by the various agencies differ in level of detail & data elements collected. Even when agencies report they collect the same data element, the data often vary in definition and format. Because it is important to understand an individual's experiences throughout his/her education career, KSDE will work with the Early Childhood Data Group, a subgroup of the State Early Childhood Advisory Committee, to understand the various early childhood data systems within the state, identify data elements that are important to share, and outline a process for enabling such data sharing.
 - Currently, limited data sharing agreements/arrangements exist between KSDE and SRS, the Kansas Bureau of Investigation (KBI), and KBOR; and between KBOR and KDOL. Each

agreement is for a specific purpose (e.g., the KSDE/SRS agreement qualifies students for the free/reduced lunch program and the KSDE/KBI agreement helps locate missing children) and would need to be expanded for the activities proposed in this grant. KSDE and KBOR will work with other agencies to enhance interagency agreements and governance processes that address data sharing, confidentiality, and data ownership issues.

Outcome IB: Expand the scope of the Postsecondary education data systems.

KBOR leaders are building a public agenda for higher education based on five strategic questions: Are our educational systems aligned? Are we satisfied with the level of participation in Kansas higher education? Are we satisfied with our institutional retention and completion rates? Are we satisfied that those who complete our educational programs have obtained the cross-cutting competencies and skills necessary for success in work and in life? Are we aligned with the Kansas economy? This outcome will help answer these questions.

- With 2009 IES grant funds, Kansas is implementing a K-12 to K-12 and high school to college eTranscript initiative. The eTranscript initiative has generated interest in college to college electronic transcripts among Kansas postsecondary institutions, which could make exchange of course information more accurate and consistent. The contract with Docufide, Inc. will be expanded to include college to college eTranscripts, and the Steering & Advisory Committees will expand the scope of their work to include college to college eTranscript transfer.
- Policy makers want to know such things as how much students pay for education, how much debt students have when they leave school, and the impact of education costs and debt on persistence in education and employment choices. KHEDS does not contain all data needed to answer these questions. However, all postsecondary institutions that participate in the federal student financial assistance program are required to report financial data to the Integrated Postsecondary Education Data System (IPEDS)--broken down into categories like state and local appropriations and tuition and fees--that can help answer policy questions. To streamline data reporting and reduce burden on reporting organizations, KBOR will enhance KHEDS by linking and downloading IPEDS surveys. KBOR will integrate data from its own student financial aid data collection with the IPEDS data for reporting purposes, and the integrated data will be available for inclusion in the P20 data mart.
- Licensure/credentialing exams are designed to measure students' readiness to move from education to employment in their chosen fields; and to allow intra- and inter-state comparisons that can be used to evaluate preparation program quality. These data are currently not included in KHEDS. If program completion and licensure/credentialing data for such fields as nursing, engineering, social work, cosmetology, welding, and teaching were included in KHEDS and linked to workforce data, the state could both use the data for program improvement efforts and to determine how well a given exam predicts success in the chosen occupation. Therefore, KBOR will work with postsecondary institutions to develop a process for obtaining program completion data and work with licensure/credentialing agencies to obtain exam data for program completers, and the integrated data will be available for inclusion in the P20 data mart.
- While KBOR currently collects data from all public postsecondary institutions in Kansas, data on students attending independent or private colleges are not captured. Capturing these data would allow the state to more accurately track all students throughout the P-20 system. Because it does not have governance rights over private or independents, KBOR will develop a modified submission system to capture key data on students in these institutions and will build

support for the system by offering the private/independent institutions reports and data access that prove the value of participation.

Outcome IC: Expand KSDE’s educator data collection system to inform teacher quality improvement efforts.

According to Arne Duncan, “*In all but a few states, education schools act as the Bermuda Triangle of higher education — students sail in but no one knows what happens to them after they come out. No one knows which students are succeeding as teachers, which are struggling, and what training was useful or not.*” This statement highlights the importance of tracking teachers. Currently, there is no statewide process in Kansas for capturing information about the type of preservice program a teacher completed, supports offered to new teachers, or evaluations of instructional ability. While individual institutions may collect some of this information about their graduates, sharing of information across the state is limited. Establishing a statewide data collection effort will facilitate teacher tracking and program improvement.

- There can be multiple preparation program types within one institution, so analyzing data by institution does not tell the full story about the effectiveness of preservice preparation. KSDE will work with training institutions to identify and establish common data standards for preservice program types so that outcome data can be disaggregated by program type and can inform institutions and policy makers about the success of various preservice programs in readying teachers for their first assignments.
- Postsecondary institutions and policy makers do not currently have information they need related to level of teacher success in the classroom. Therefore, an online statewide teacher evaluation system will be implemented, based on relevant national guidelines, SFSF metrics, common standards determined by the State Educator Collaboration Compact & feedback from Kansas education stakeholders. The system will include a teacher evaluation instrument and a voluntary teacher survey. Evaluation data will be loaded into KSDE’s EDW & support reporting of metrics required by the SFSF as well as studies of educator success and teacher preparation program effectiveness.
- KSDE has implemented a robust Educator Data System, which facilitates integration of licensure and assignment data. However, preservice and inservice program improvement requires more than data related to areas of licensure and teaching assignments. For example, KSDE is beginning to collect teaching performance information for preservice education students through the Kansas Performance Teaching Portfolio (KPTP). The KPTP is used to collect information about the preservice teacher’s ability to plan instruction, including differentiated instruction; assess their students’ learning; reflect on the effectiveness of their instruction; and modify instruction as needed. Data from the KPTP can be very powerful in determining readiness of a preservice teacher for the classroom and for evaluating preservice programs, but the data are not included in the Educator Data System. Other important data missing from the system are preservice program type and teacher evaluation data. KSDE will enhance the Educator Data System to include preservice program type, KPTP results, and data collected by the statewide teacher evaluation system. Data from the Educator Data System will be made available to researchers and will support the E3P portals discussed in Outcome IIB.

Outcome ID: Expand KSDE student data collection systems to integrate early childhood, formative assessment, and discipline data.

- Preschool children who take part in any KSDE program are assigned a unique SSID, which follows the child throughout his/her education career in Kansas. However, very little information about preschool children or the services they receive is collected or included in the EDW. In addition, very little outcome data are included for students in the primary grades.
 - Currently KELLI, an observation assessment that measures early learning standards, is being used for Four-Year-Old At-Risk students, but only a sample of children in the program are assessed, and data are gathered through paper forms and kept in a standalone database.
 - Variables collected for preschool children who receive special education services are not the same ones collected for children from the Four-Year-Old-At-Risk program.
 - Children of parents in the very popular Parents As Teachers program are not assigned SSIDs; and none of the data collected on the children are included in the EDW.
 - Although the majority of Kansas' schools use the same screening and diagnostic assessments in grades K-2 (e.g., DIBELS), these data are not collected by the state and are usually not integrated with other student data at the district level. Therefore, student outcome data in the state and most district longitudinal data systems begins at the 3rd grade level.

Collecting assessment data at the state level for these early grades could improve instruction for young children; and including the data in the EDW would allow progress monitoring through all grades. Therefore, KSDE funded preschool and primary grade data will be captured and integrated with other outcome data to enable districts and the state to make informed decisions about early childhood program effectiveness and to provide student interventions at the earliest indication of need.

- One of the issues with many large scale assessment systems developed by states to meet NCLB accountability requirements is the instructional limitations resulting from over emphasis on summative assessments and failure to "balance" these assessments with formative assessments that provide educators with instructionally sensitive and timely information. Districts recognize the limitations of large-scale state assessments, but many of their efforts to supplement the state accountability system have resulted in a haphazard collection of local options focused on "beating the system" rather than on meeting the needs of the individual learner. In addition, districts with limited resources have not been able to develop any local options. In order to create an equitable system that can (1) provide student achievement information to educators that actually helps them make appropriate instructional and program decisions and (2) still meet federal and state accountability requirements, KSDE will implement a formative assessment system. Formative assessments will be administered online and, to the greatest extent possible, utilize "opportunity to learn" and adaptive technologies. These formative assessments & instructional reports will be made available to all districts along with predictive summative assessment performance level reports that include such things as student growth trajectories.
- Students' behavior is extremely important to their academic success. KSDE has developed and implemented the Kansas Discipline Incident collection System (KAN-DIS), a web-based application that includes SSIDs and is available to schools to record individual student discipline information to meet accountability requirements. However, KAN-DIS is limited to collection of federal or state required discipline data, so reports do not provide a comprehensive picture of the student's behavior; and data that are collected are not integrated with achievement information. KAN-DIS will be expanded to enhance the spectrum of behavior

