

U.S. Department of Education
RTT-D Annual Performance Report
Additional Information (524B Section C)
 Based on ED 524B OMB No. 1894-0003 Exp. 06/19/2014

Application Assurances

Enter the date the teacher evaluation system became operational: 07/01/2014

Provide a brief explanation of progress towards implementing a teacher evaluation system by the SY 2014-2015 deadline.

A pilot was conducted using volunteer teachers during 2011-13 and reliability work was conducted 2013-14. During the 2014-15 school year, all teachers are completing the KDE Teacher Professional Growth and Effectiveness System (PGES).

Enter the date the principal evaluation system became operational: 07/01/2014

Provide a brief explanation of progress towards implementing a principal evaluation system by the SY 2014-2015 deadline.

Piloting of KDE Principal Professional Growth and Effectiveness System (PPGES) followed a similar model to the teacher PGES process. During the 2014-15 school year, all principals are completing the PPGES.

Enter the date the superintendent evaluation system became operational: 07/01/2015

Provide a brief explanation of progress towards implementing a superintendent evaluation system by the SY 2014-2015 deadline.

During the 2014-15 school year, all superintendents (as well as local boards of education) will participate in a pilot of Superintendent (and School Board) Professional Growth and Effectiveness System (SPGES)

Provide a brief explanation of the progress you made around the Social Emotional assurance.

This assurance is captured in the kid-FRIENDLY Project 1: Students as Leaders. Associated with Goal 3 (improving academic and non-cognitive outcomes), this project emphasizes empowering students to take charge of their own learning by teaching social and emotional skills associated with high levels of personal achievement. The Leader in Me™ program, developed by Franklin Covey, is the centerpiece of this project, and seeks to engender student dispositions associated with Stephen Covey's 7 Habits of Highly Effective People. Districts and schools will capitalize on the strategies associated with The Leader in Me™ to promote student agency through curriculum, instruction, and assessment delivery models. Ultimately, the strategies will help students to act for themselves and take ownership for their learning by defining their learning goals, by relating their learning to authentic, real-life experiences, and by engaging them in student-centered metacognitive practices. See section A of this document.