Explanation of Variance Points:

The most noticeable variations occurred in four areas: Innovative Design,
Student Service Plan, Timeline, and Outcomes for Learning. The table below
is a visual comparison of the feedback given to the four districts who were
selected and those who were not:

Program Design	Districts Selected
Innovative Design	• Clear and concise alignment of goals, objectives and student outcomes to waiver requests (Waivers clearly identified and justified) • Identified programs, models, strategies, etc. are clearly connected to current district initiatives
Student Service Plan	• Student populations are identified and strategies are specific to the needs of the populations • Plan addresses multiple grade levels or targets transition points • Plans are either very comprehensive or very strategic
Timeline	• Balanced implementation. Spends time on foundational learning but moves swiftly and continuously with specific activities and targets (Urgent, yet rational) • Strong Monitoring/Implementation plans. The plan can visibly be seen from year 1 of implementation to year 5 **and beyond.** • Baselines are currently established and goals are established for five years
Outcomes for Student Learning	• Outcomes are specific to the needs of the students • A comprehensive approach was given to student learning • Approaches and strategies are research-based • Outcomes are focused on continuous improvement and can be measured and monitored

Program Design	Districts Not Selected
Innovative Design	• Waivers are not clearly identified and justified • Identified programs, models, strategies, etc. can be done without waivers • Plan does not appropriately reflect innovation (For example, technology does not automatically mean innovation) • Plan can be carried forward without waiver or support from KDE • Strategies are vague and do not show connection to current district initiatives. Seems random or disconnected
Student Service Plan	• Plan does not communicate specific populations, nor does it clearly show how the populations will be targeted • Plan addresses only a specific grade level and shows no relationship to the other levels
Timeline	• Plan does not communicate a FULL program at the end of 5 years. Plan may show a school level change but NOT a comprehensive cultural shift for innovation • The plan does not show how the innovation will unfold over 5 years and beyond. The connection between the use of time and the strategies seemed detached • Baselines and goals are unclear or unfocused
Outcomes for Student Learning	• Outcomes are vague and not included • A comprehensive approach was given to student learning • Approaches and strategies seem random or not truly innovative • No focus on continuous improvement • Plan may be difficult to monitor or measured over a period of time