

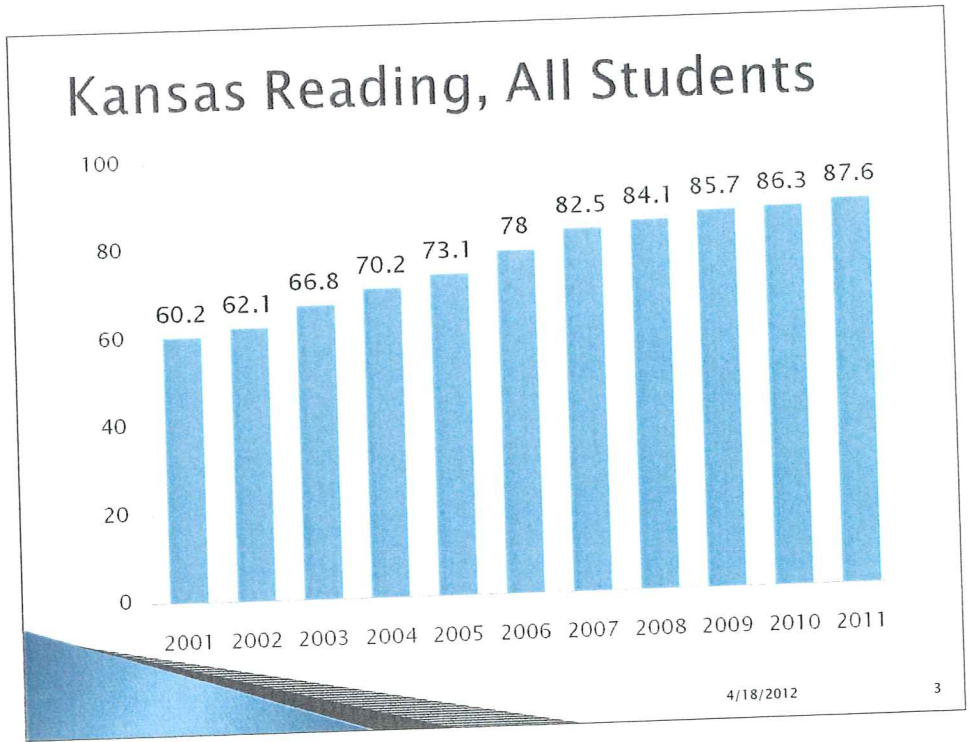
KSDE Annual Conference

November 1-2, 2011

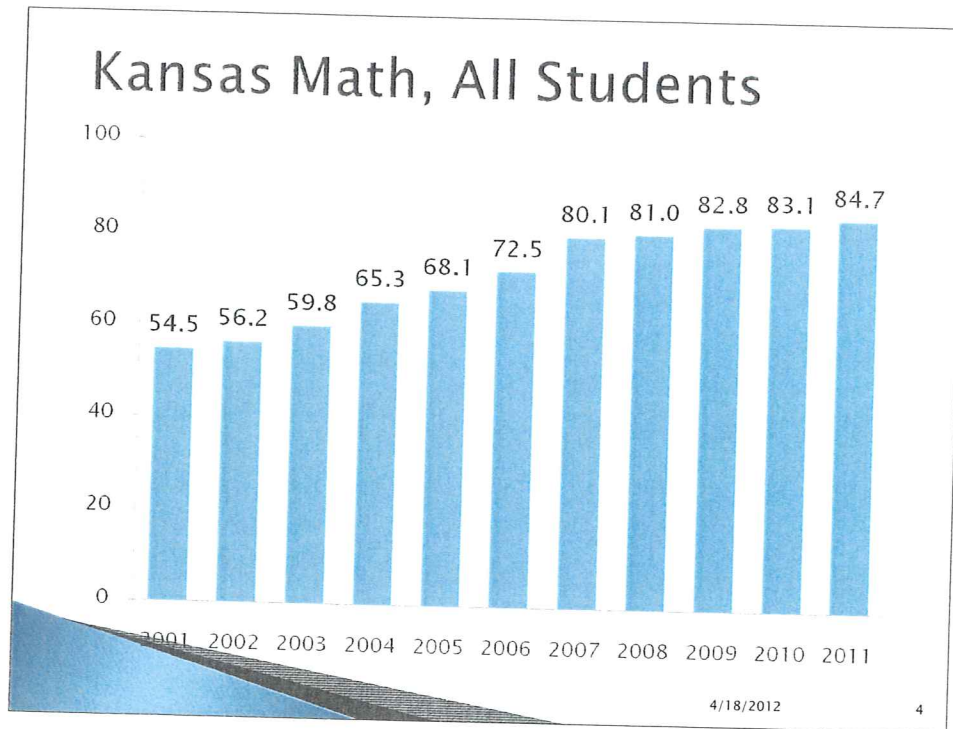
PLAINTIFFS'
EX. 109

KSDE139272

Thank You!



Percent at standard or above continues to increase, though the rate of improvement has slowed since 2007-2008.



The trend in math is like the trend in reading: large increases from a low base, followed by slower rates of increase from 2007 forward.

ESEA Flexibility – Purposes

Improve academic achievement and increase the quality of instruction for all students through state and local reforms

State education agency (SEA) may request flexibility of the Elementary and Secondary Education Act (ESEA) as outlined in the No Child Left Behind (NCLB) legislation

Four Principles Principle 1

College- and Career-Ready Expectations for All Students

- Adopt college- and career-ready standards in at least reading/language arts and mathematics
- Transition to and implement such standards statewide for all students
- Develop and administer annual, statewide aligned high-quality assessments that measure student growth in at least grades 3–8 and at least once in high school

Principle 2

State-Developed Differentiated Recognition, Accountability, and Support

- Develop and implement a system of differentiated recognition, accountability, and support for all Local Education Agencies (LEAs) in the State and for all Title I schools in these LEAs
- Student achievement in reading/language arts and mathematics for all students and subgroups; graduation rates; and school performance and progress over time

Principle 2 – cont'd

Set new ambitious but achievable Annual Measurable Objectives (AMOs) in reading/language arts and mathematics

Provide incentives and recognition for Title I schools making the most progress (Reward Schools)

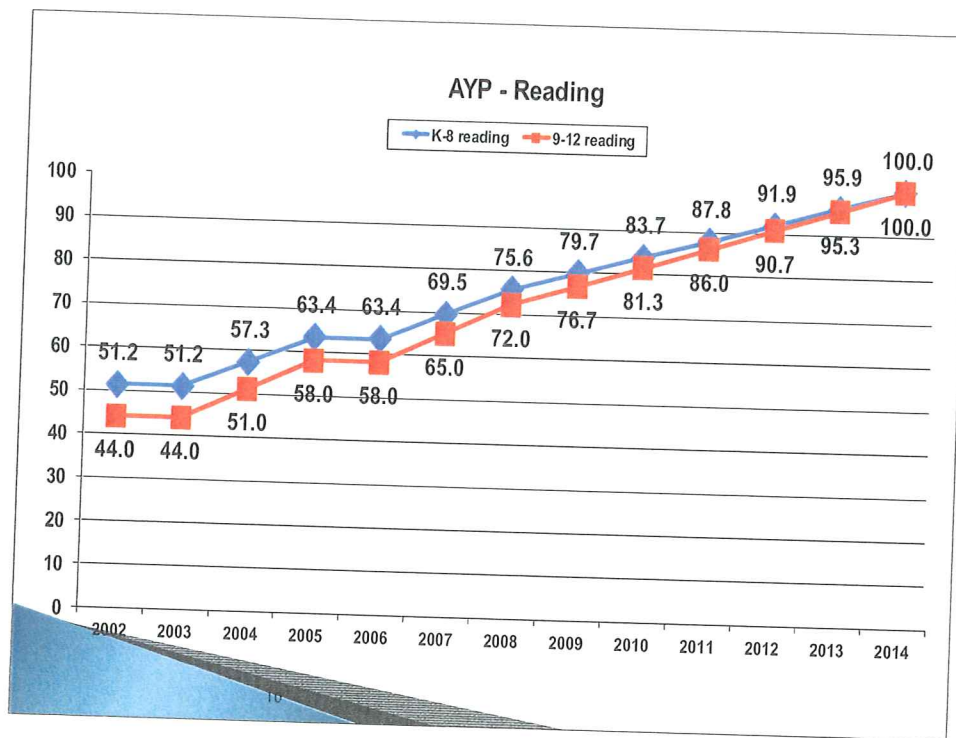
Identifying Priority Schools (lowest 5% of Title I schools)

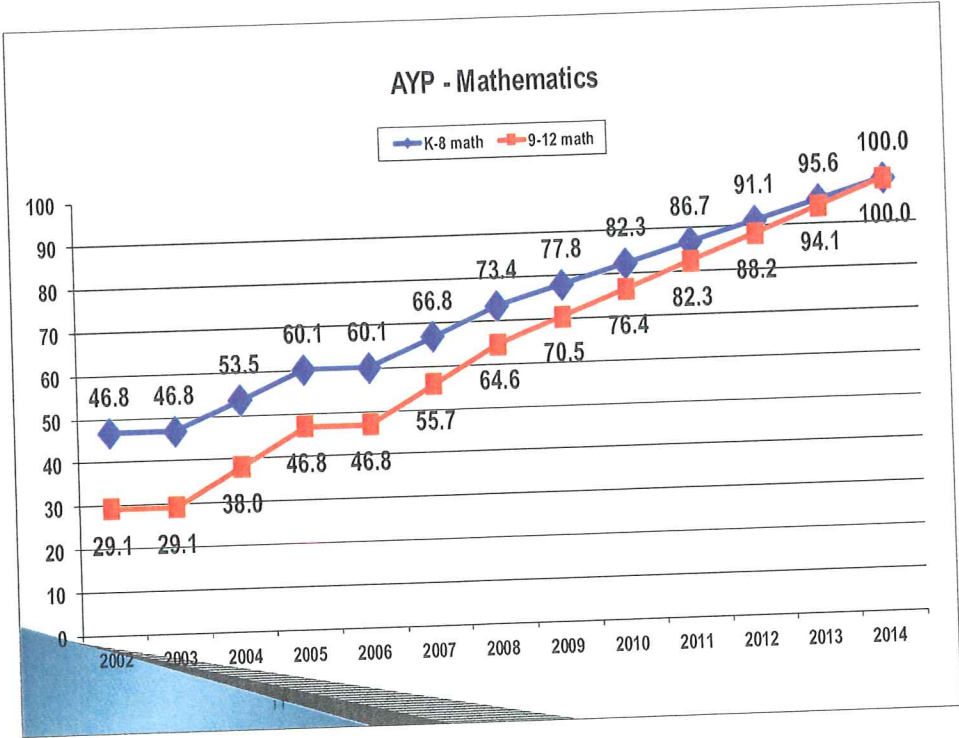
Identifying Focus Schools (Title I schools in the lowest 10%)

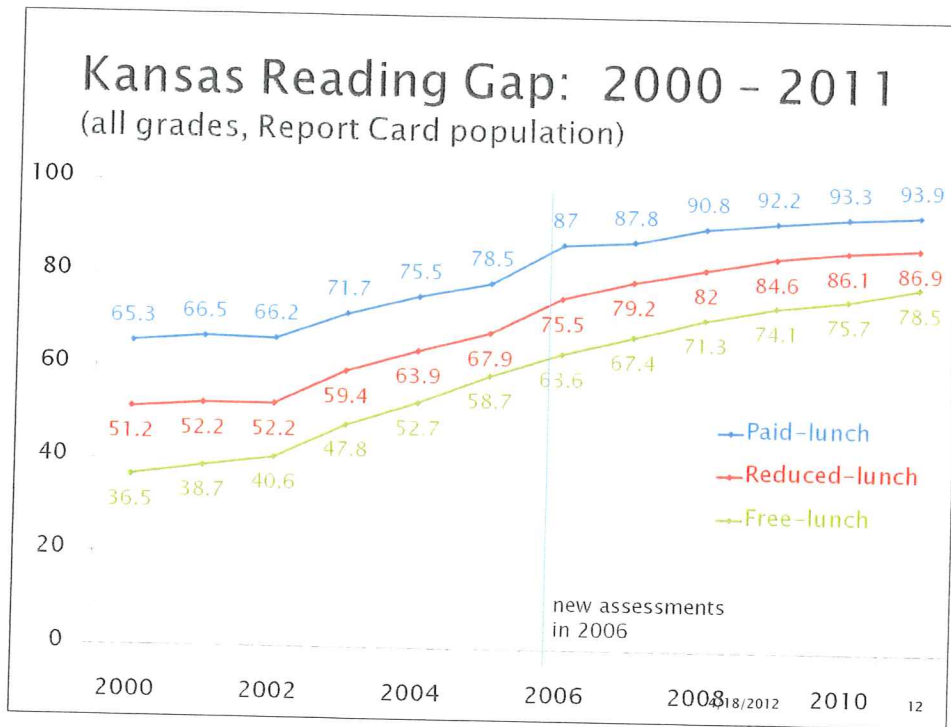
Principle 2 – cont'd

Options for setting ambitious, achievable AMOs

- Reduce by half the percentage of students in the “all students’ group and in each subgroup who are not proficient within six years
- Increase in annual equal increments toward a goal of 100 percent proficiency no later than the end of the 2019–2020 school year
- Another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups

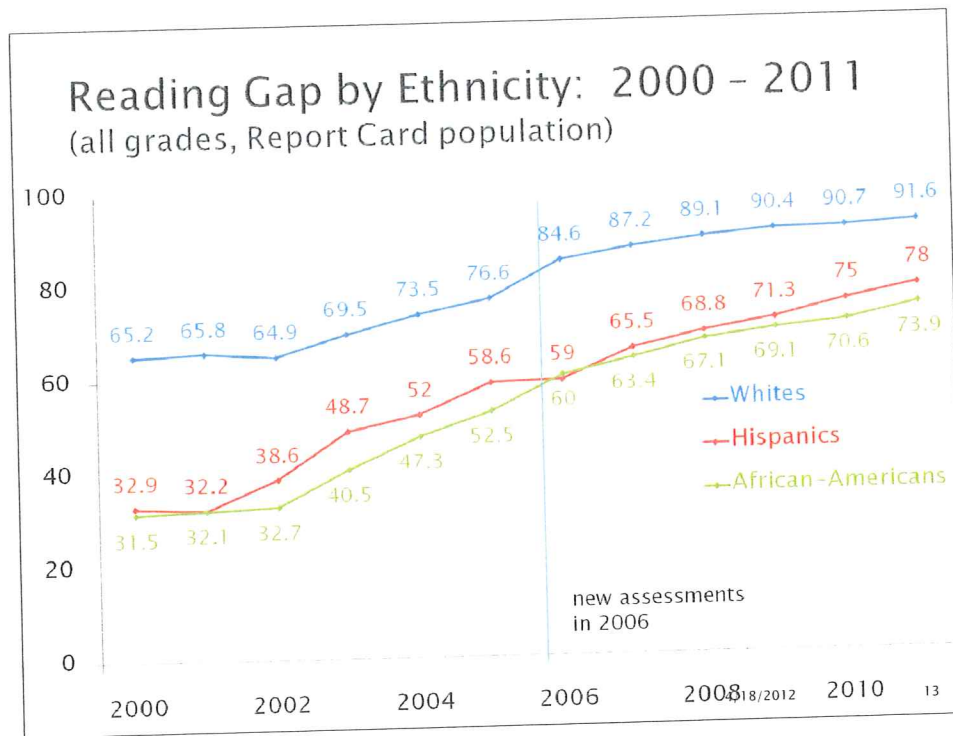




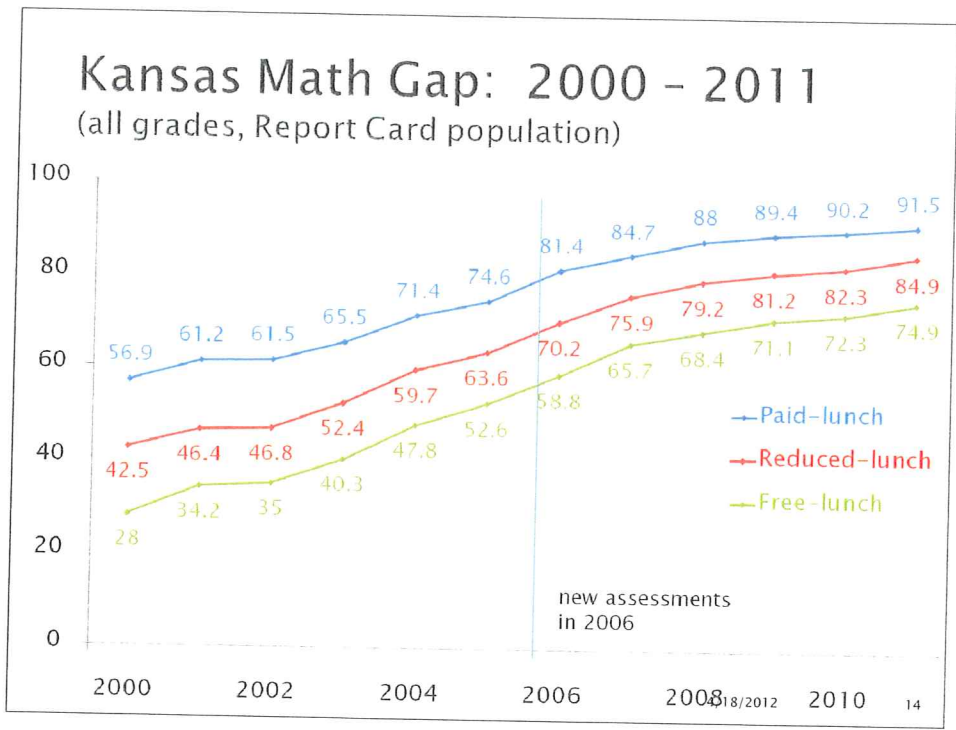


The good news is that the gaps in student performance based on Socio-Economic-Status (SES) have declined by nearly half since 2000. We see the same steady increases across each SES level. The most recent measure puts the gap between students from paid-lunch families and those from free-lunch families at about 15 points.

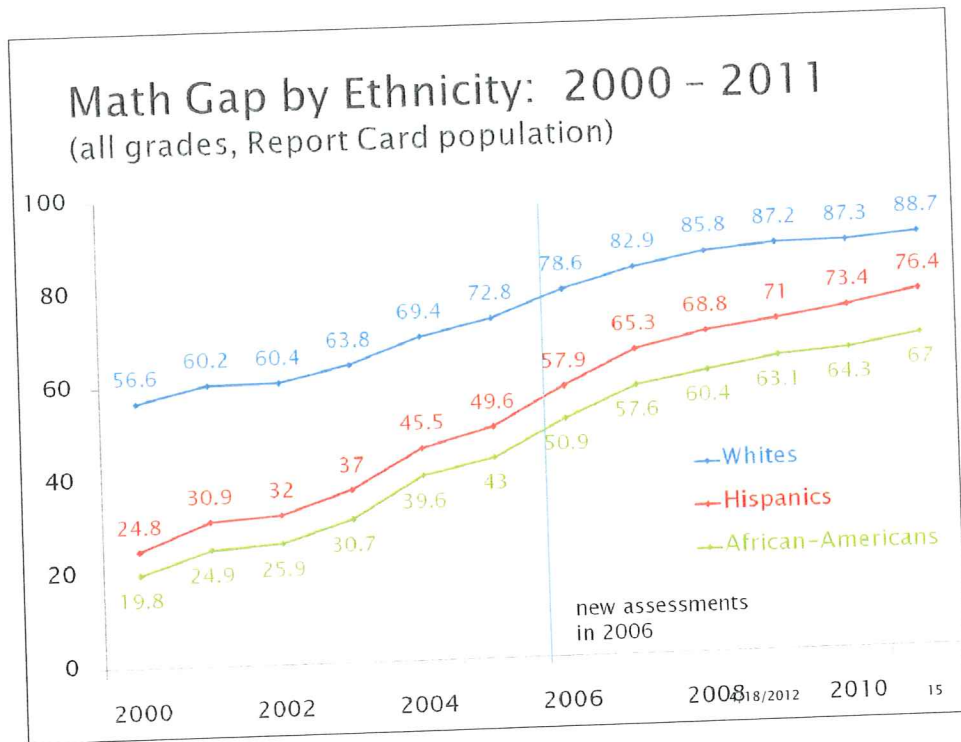
We know that these performance gaps are rooted in early development and that they are very difficult to reduce. Some researchers have measured the emergence of the gap at two and three years of age (Hart & Risley, 1995, Meaningful Differences in the Everyday Experience of Young American Children).



Because the proportion of poverty varies by ethnicity, ethnic gaps look pretty similar to the SES gaps. Here too we see a reduction by nearly half since 2000, and slow, steady improvement.



Student performance gaps by SES are similar to those in reading and show a similar pattern: slow steady improvement by each group, and a gradual narrowing of the gap by nearly half. Measured by paid vs. free-lunch status, the gap stands at about 17 points.



Measuring the math gap by ethnicity, the story is similar to that in reading—slow reductions by nearly half over the last 11 years, but at 22 points, a long way to go.

We are hoping that MTSS and adding Early Childhood to the accreditation system will help districts continue to narrow these gaps.

Principle 3

Supporting Effective Instruction and Leadership

- Develop, adopt, pilot and implement teacher and principal evaluation and support systems that:
 - Will be used for continual improvement of instruction;
 - Meaningfully differential performance using at least three performance levels
 - Use multiple valid measures in determining performance levels, including data on student growth for all students
 - Evaluate teachers and principals on a regular basis
 - Provide clear, timely, and useful feedback
 - Will be used to inform personnel decisions

Principle 3 – cont'd

Timeline for Principle 3

- At submission – SEA has a plan to develop guidelines
- 2011–2012 – SEA adopts guidelines
- 2012–2013 – LEAs develop evaluation and support systems
- 2013–2014 – LEAs pilot implementation of evaluation and support systems
- 2014–2015 – LEAs fully implement evaluation and support systems

Principle 4

Reducing Duplication and Unnecessary Burden

- SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes

Timelines

November 14, 2011 for states ready to apply

Mid-February 2012 second round of waivers

Waivers will be in effect through the 2013-2014 school year with an option for a one-year extension

States not requesting or getting a waiver will be under the current NCLB legislation

Kansas

KSDE staff recommend applying during the second round in February 2012

Judi Miller will be the lead facilitator of the waiver

KSDE will incorporate the waiver requirements into the "Results" component of the proposed accreditation system (other components include: Rigor, Relationships, Relevance, Responsive culture)

21st Century Accreditation

Relationships

Relevance

Rigor

Results

Responsive
Culture