

Friday, October 21, 2011

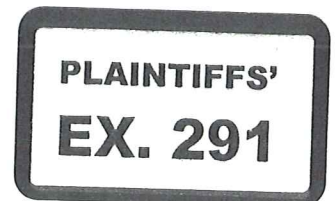
10:00 a.m. – 2:15 p.m.

Approximate times

10:00 a.m. **Welcome and Introductions – Brad Neuenswander**

10:10 a.m. **Commissioner's Update – Diane DeBacker**

- Started by saying "thanks" for the growth in math and reading improvement in Kansas! (see the charts in her pw pt)
- We are working on the momentum that we have created. We cannot continue to make cuts and expect this growth.
- She discussed the waiver vs. the reauthorization of ESEA.
- The four principles are listed on her pw pt
- #1 Our state has adopted Common Core and we are part of Smarter Balanced Assessment Consortium
- #2 Talking about a "growth model"—think about a physician's growth model but waiver would allow some other choices. For example we could work on reducing the gap between subgroups. Another option, we could extend our AYP chart out another 6 years to 2020. She noted that currently there is a lot of comfort in the current system so some people would like this plan. The third option would be more like the growth model. Tom Foster said at one meeting that maybe we could combine all three models. There is an education summit that will be considering this idea. She asked the group for ideas and opinions about the direction the state should go. The waiver would set when Kansas would start this new plan.
- **Remember that if ESEA is reauthorized, that will trump the waiver.**
- #3 Each state must have an evaluation in place that links teacher evaluation to student achievement—but there is a long time frame. This will create lots of discussion. KEEP –this is the pilot evaluation model that is now being piloted in schools on a voluntary basis. But is NOT mandatory.
- #4 reduction of paper work---lots of questions about how that could actually happen
- State has two timelines to choose from—the first is to apply by November but we are not ready. We will apply in February. Diane says she believes that the USDOE wants to say yes to all waivers and will work with states to see that happen. The reauthorization of ESEA would change that and virtually all presidential candidates are saying they want to do away with the US Dept of Education.



KSDE137645

10:50 a.m. **Graduation Rate/AYP – Judi Miller**

- Reviewed some the points Diane made—she feels that we are in great shape for the waiver. Her power point covers several parts of the waiver process and requirements.
- Lots of groups are being consulted about the waiver application including those outside of education. Watch for surveys or other requests for information
- For Title I schools---the state would have to identify the lowest performing and the highest performing schools. This would be a percentage of the total number of schools. There will need to be interventions and rewards for the low and the high performing schools. This is just part of what KS has to address before the waiver can be turned in.
- MTSS was again referenced in the discussion of incentives and supports
- Misprint on the power point under What changes---the word NO needs to come out on bullet #4 left side and #2 on the right side.
- With the waiver we would still have requirements for graduation, disaggregation of data, N-size of 30, confidence levels and safe harbor, 1% and 2% caps on alternate assessment and KAMM---there would still be AYP but schools would not be put on improvement for not making improvement based on AYP but would be at the 2011 target scores.
- Moving to Drop Out Data---Graduation Data—two separate items. This is the last opportunity for schools to correct their data. The window will open early in November and close in December. Districts must plan to evaluate their data during the window. One new item---the SPED student who completes graduation requirements but stays in school because that is allowed and best for the student (transition services). This year use the remove from cohort group—there will be a new code for those students. Also a new code for home school students who only attend a few hours each day. This has also required the state to add the ability to add the students back in to the cohort group. The best thing is to keep the kids and support them through graduation.

11:15 a.m. **Safe and Supportive Schools – Kent Reed/Vincent Omni**

- Fact Sheet for Bullying Prevention is linked
- Kansas is on the cutting edge for climate---every school addresses culture and climate and this supports academic achievement. This also supports MTSS/ Behavior strand
- S3
- Social/ Emotional Character Standards are being developed—the Common Core format has been used: Strands, Anchor Standards, and Grade Level Standards
- Bullying prevention—anti-bullying awareness week. Oct 3-9 Kent's pw pt lists some of the things schools did or are doing –he will be adding to the website more ideas as they are submitted.
- There is a statutory obligation to understand—refer to the facts sheet—also includes a definition of bullying.

11:30 a.m. **Accreditation Model** – *Brad Neuenswander*

- Each district will look different as we move to a new accreditation model
- The board has put this as one objective
- This meets the need on the waiver request
- This allow the state to recognize districts that are already moving ahead of the current model
- Much of the required paper work would be web-based and pre-loaded
- This will work from a rubric model
- MTSS falls under school improvement—still not mandated, KSDE likes MTSS because they can support districts with this
- Focus on districts and how they are moving forward
- There will still be foundational pieces—like licensed teachers, a HS curriculum aligned to regents' requirements
- See the power point for the Relationships, Relevance, Responsive Culture, Results, Rigor---for the rubric and the timeline
- Pilot with volunteer districts in 2012-2013
- If you put your heart into the pieces of this model, you will be improving student learning!
- A question was raised about who would fill out the rubric---Brad answered that is why all service centers are involved in this process. And this is several years out---training will be required for the rubrics. Still a local decision about how and who will provide support.
- This is still in draft form.

12:00 p.m. **Lunch**

12:45 p.m. **Common Core Standards** – *Jeannette Nobo*

- **Common Core soft landing document is online—new website for CCSS will soon be up**
- **Theater Standards are complete**
- **Social Studies Standards—meet again November 15. The Draft standards are posted and they do want feedback. Power point is posted**
- **Math—Common Core State Standards—Mathematical Practices to support deep understanding of math/number sense. Implement the practices with the old standards. Kindergarten students will probably never see an assessment based on the current standards. Math focal points (NCTM) are critical areas in the CCSS and can also support the transition timeline.**
- **2012 assessment—math (final decision) 8.4.1.k3 will be removed from the 8th grade assessment. Also will be adding some CCSS standards on the assessment. Not necessarily Smarter Balanced items. Pilot items will not count for AYP for this year---however, we anticipate in the next few days, a Survey Monkey email that will ask for input. Option #1 embed items scattered throughout the test. Old items pulled off and replaced by CCSS.**

Research says that this will not impact test scores but teachers may think differently. Option #2 embeds items but puts them all at the end. Option #3 would add an additional part to the test so there would be a fourth part to the test and all would be CCSS. For this year all items will be multiple choice—for this year. There will be some kind of reports on building level performance but no individual data. The total number of items on the test will not change.

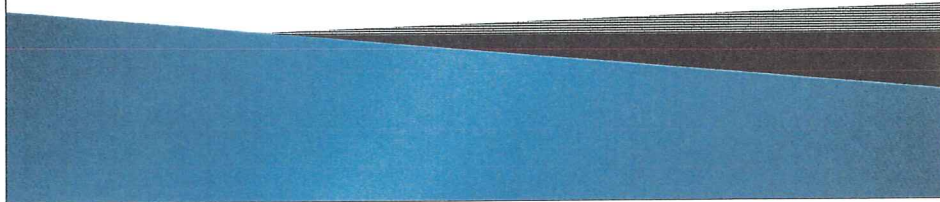
- Hunt Institute Videos---set of videos to introduce the CCSS. They are on You Tube.
- Science—Kansas working with a national group for Next Generation Science Standards. Framework has been developed. Kansas is a lead state.
- Early reading assessment due November 18
- Interim assess in reading grades 3-5 this spring—not based on Common Core
- Transition items for CCSS will be in the formative assessments.
- New fact sheet available for CCSS ELA
- Kansas Writing Assessment spring 2012 Grades 5, 8 11 (all juniors must take the assessment since it was not offered previously)
- KWIET---Kansas Writing Instruction and Evaluation Tool---next year everyone will need to be involved since the tool will be used for performance oriented state assessments such as science or math. The plan includes an iPad app.

Brad Neuenswander ended the day by encouraging district leaders to focus on the great things our districts are doing and to provide KSDE with input but not to stress about all the unknowns right now. There will be many changes in the next few years---just continue to focus on the students and great instruction and districts will all do fine.

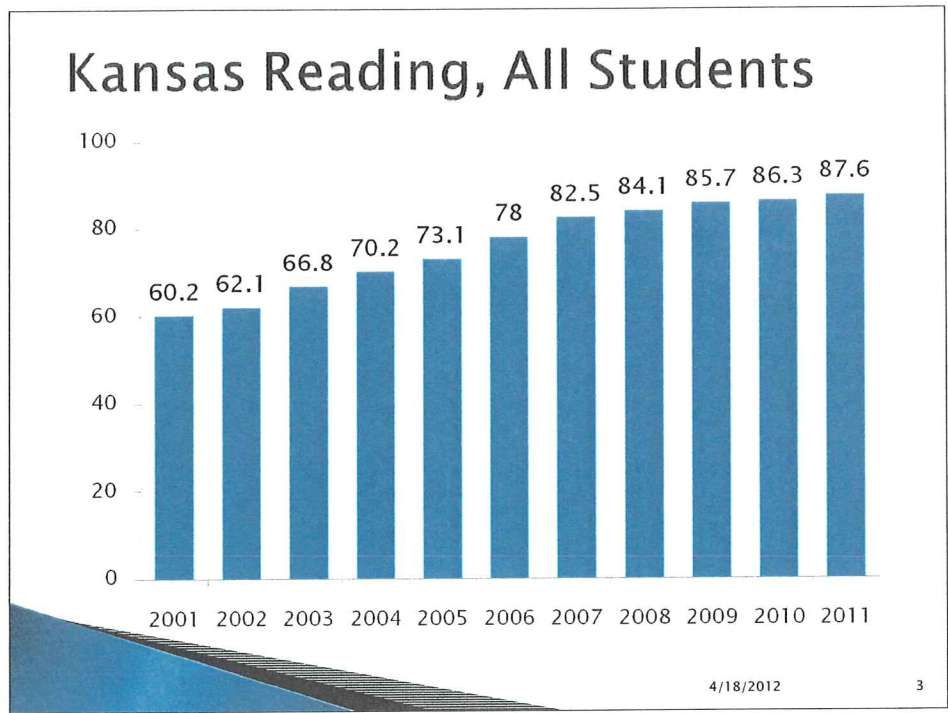
2:00 p.m. **Adjournment**

Curriculum Leaders

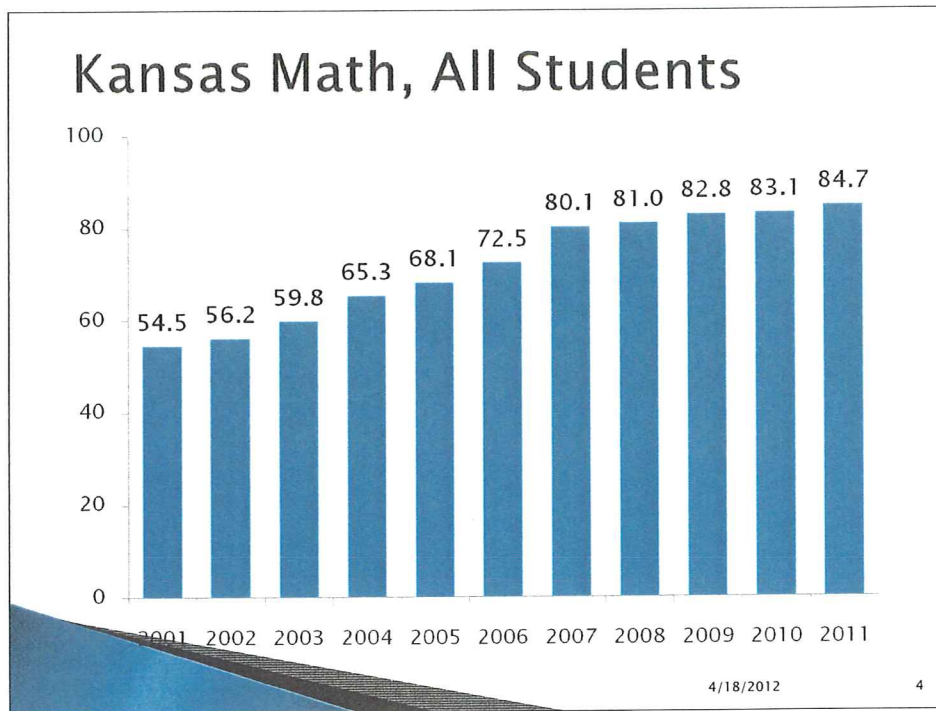
October 21, 2011
Topeka, Kansas



Congratulations
and
Thank You!



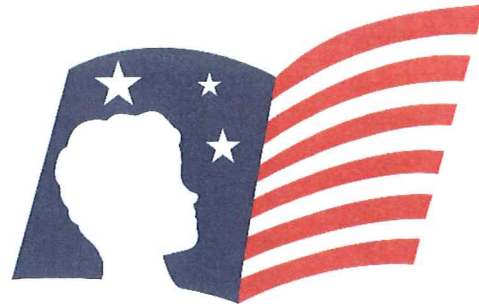
Percent at standard or above continues to increase, though the rate of improvement has slowed since 2007-2008.



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

Waivers
from



No Child
LEFT BEHIND

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)

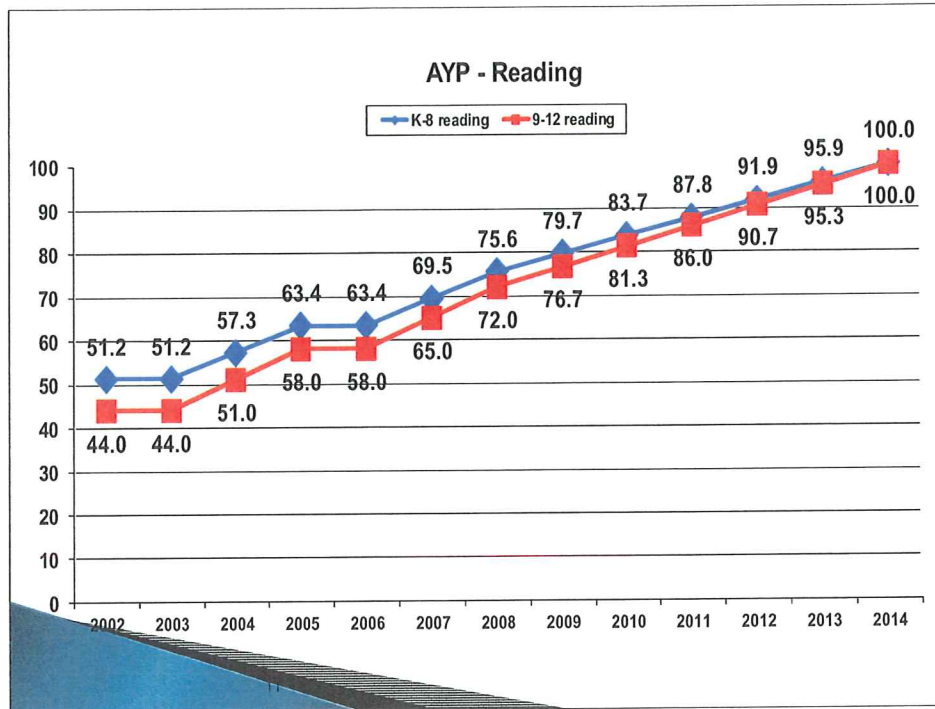
Identifying Priority Schools (lowest 5% of Title I schools)

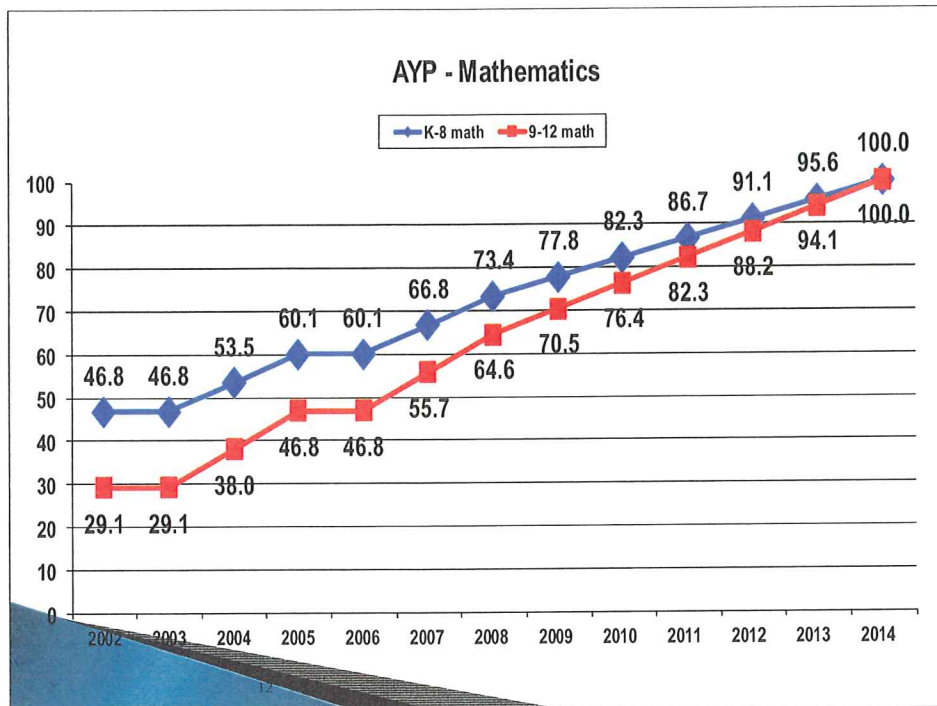
Identifying Focus Schools (Title I schools in the lowest 10%)

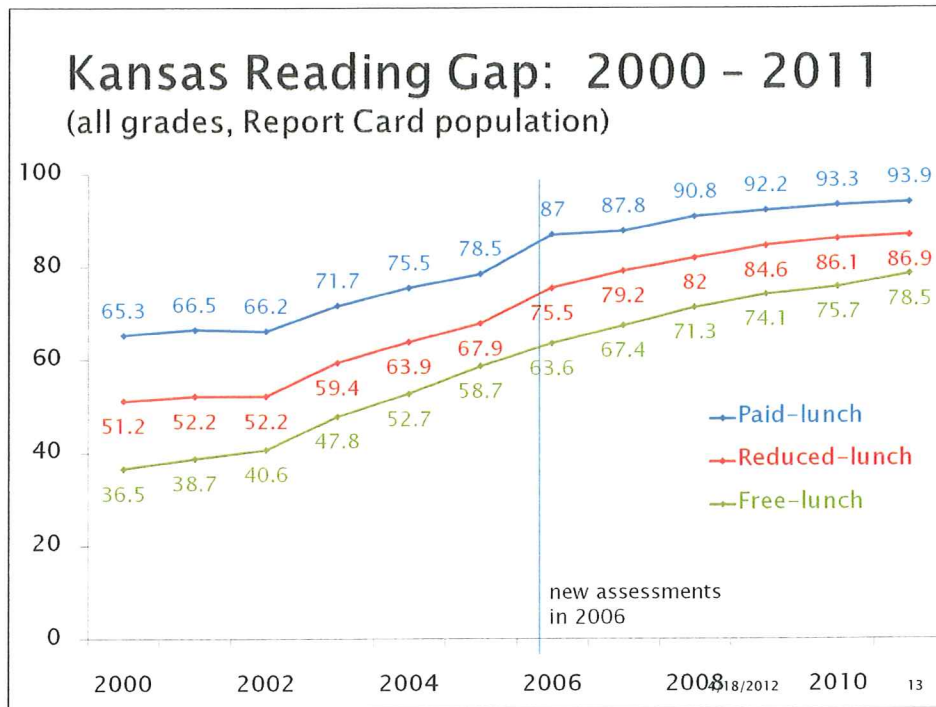
Principle 2 – cont'd

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

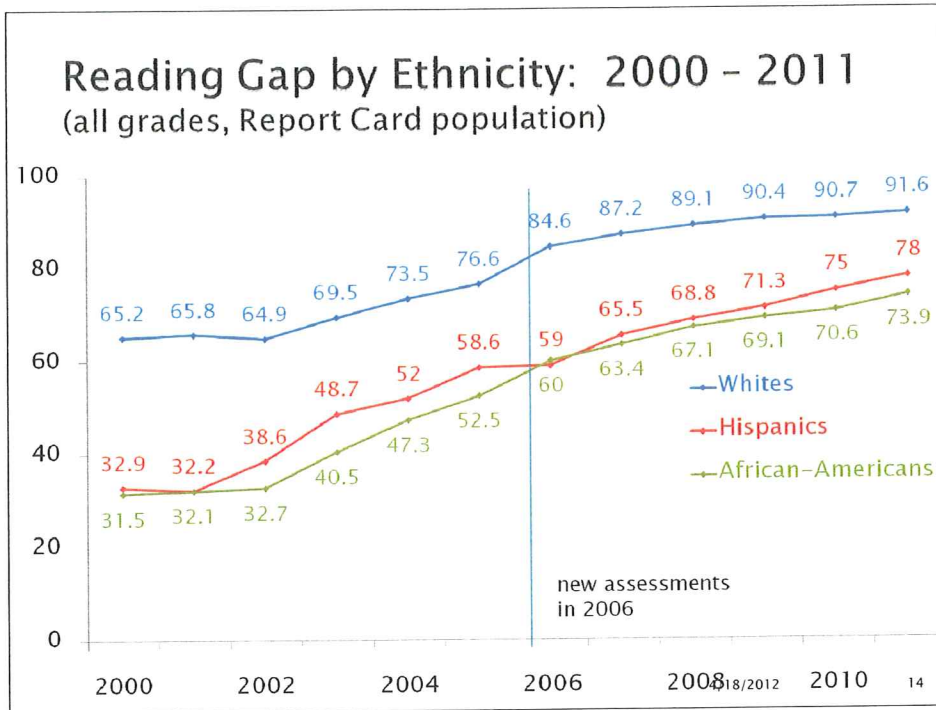




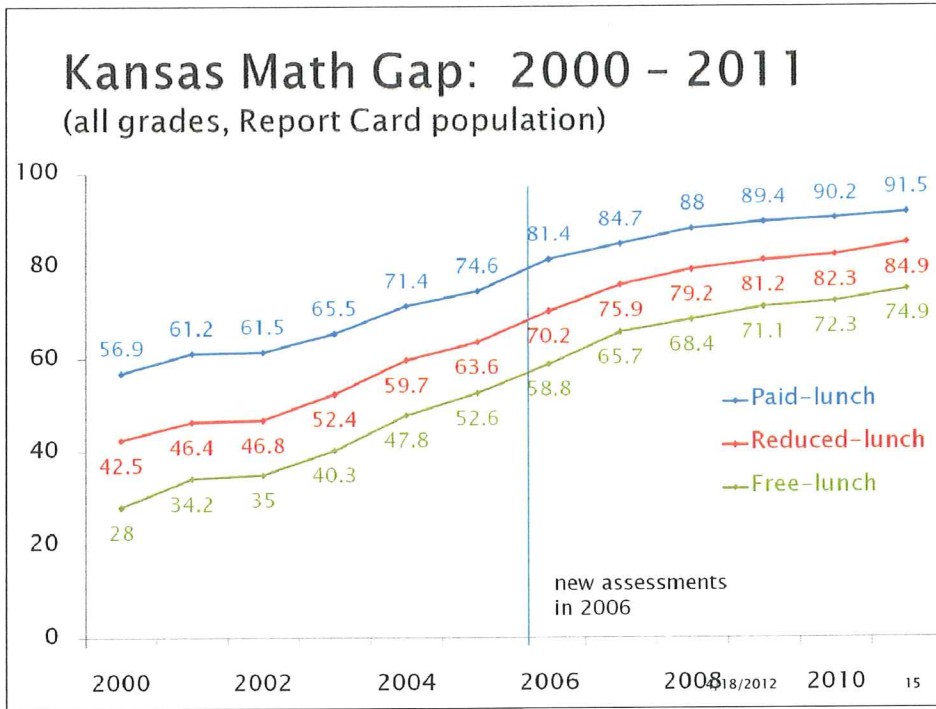


The good news is that the gaps in student performance based on Socio-Economic-Status (SES) have declined by nearly half since 2000. We see the same steady increases across each SES level. The most recent measure puts the gap between students from paid-lunch families and those from free-lunch families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



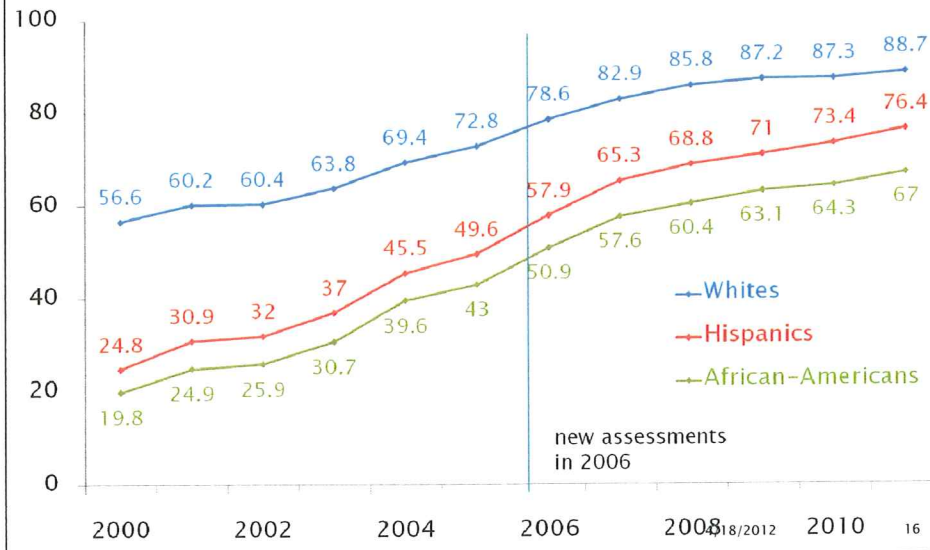
Because the proportion of poverty varies by ethnicity, ethnic gaps look pretty similar to the SES gaps. Here too we see a reduction by nearly half since 2000, and slow, steady improvement.



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.

Math Gap by Ethnicity: 2000 - 2011

(all grades, Report Card population)



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**