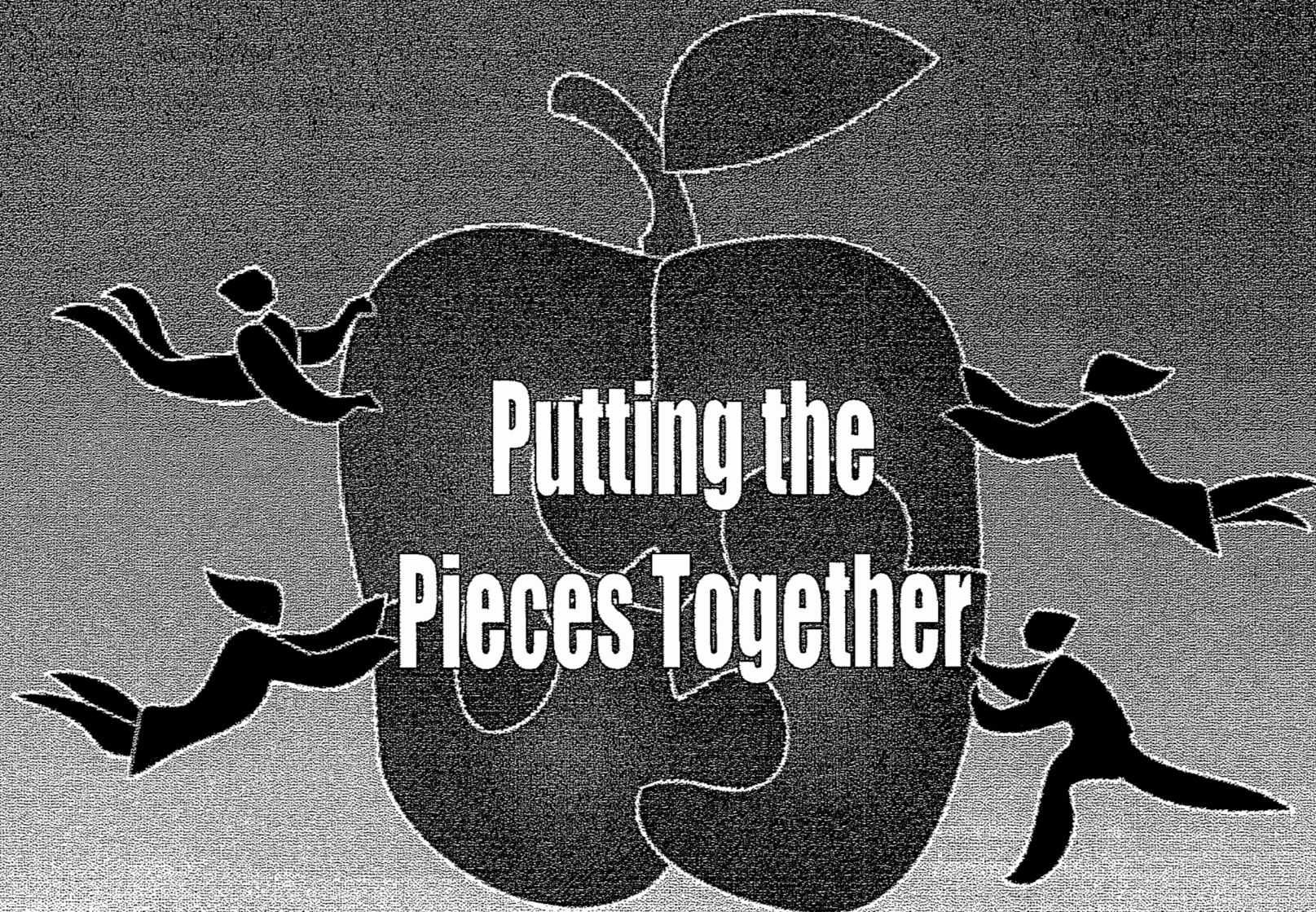




ACCOUNTABILITY

PLAINTIFFS'
EX. 130

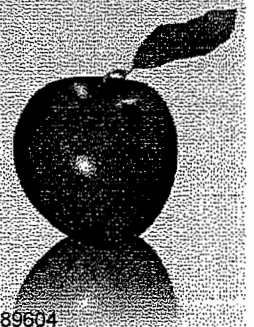
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Title I

Improving Academic Achievement

**Accountability Update
September 2010**

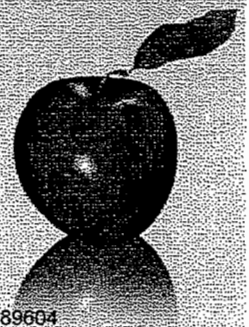


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Accountability

- Accountability requirements are in Title I
- Based on state content standards and assessments in reading and math
- Adequate yearly progress (AYP) is calculated for all states, public school districts and public schools
- Publicly release list of districts & schools not making AYP (Kansas SBOE Meeting, Sept. 14, 2010)
 - 82 districts did not make AYP
 - 256 public schools did not make AYP

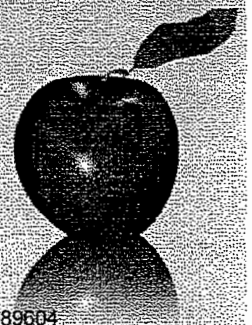


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Accountability (cont.)

- Only Title I schools and districts identified for improvement
- Missed AYP 2 consecutive years in same content area
- List released at August 2010 SBOE Meeting
 - 24 districts
 - 37 schools
- Must make AYP 2 consecutive years to go off improvement

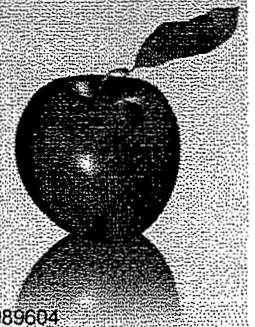


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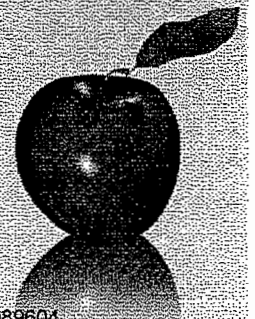
Future Accountability

- There will be accountability
- Based on state standards & assessments
 - Role of Common Core Standards?
 - Federal grants for consortia development of assessments
- Probably some type of growth model?
- Annual targets?
- Include science?
- Transition from one system to another?



What is Adequate Yearly Progress?

- Accountability system that requires improvements in specific student outcomes.
- All students, and all student subgroups, must be at 'meets standards' or above in reading and math by 2014.

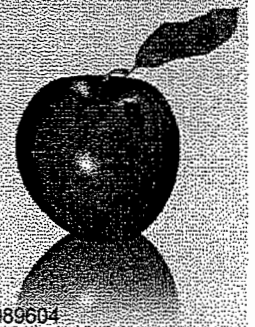


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Which Students Are Included?

- All students taking state assessments
- Only those enrolled by September 20 are included in the performance calculations

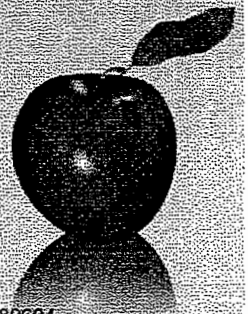


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KSDE000066

Which Student Groups Are Included?

- All students
- Free-and-reduced lunch students
- Students with disabilities
- English Language Learners
- 7 racial/ethnic categories
 - African-American
 - Hispanic
 - White
 - Asian
 - Native Hawaiian or Pacific Islander
 - American Indian or Alaska Native
 - Multi-Racial

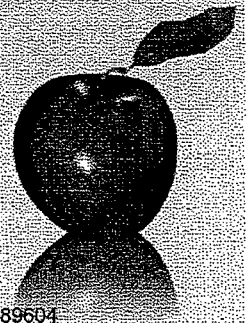


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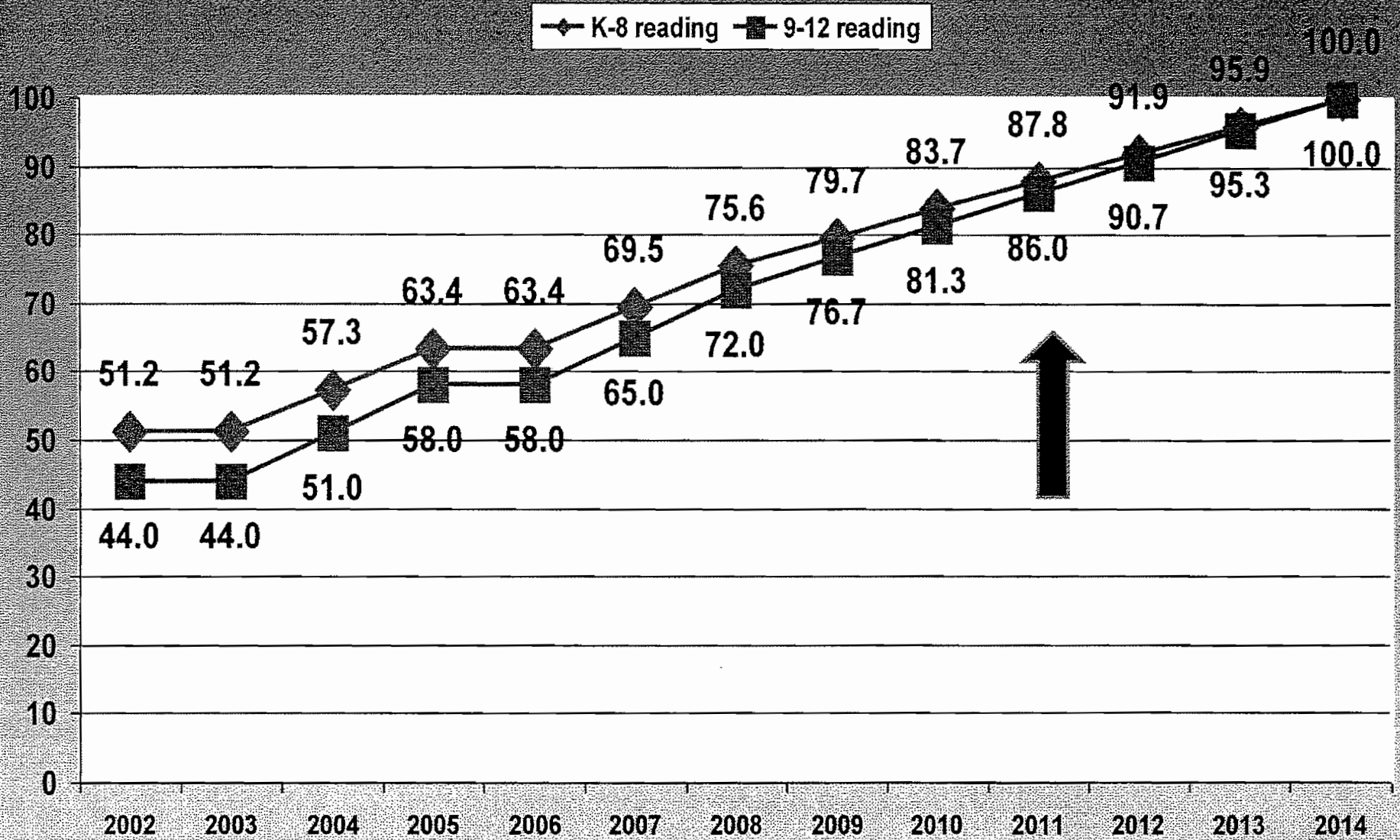
KSDE000067

How To Make AYP

- All students & all disaggregated student groups must:
 - Meet or exceed the annual performance targets in reading & math
 - Have at least 95% of students participate
 - Meet the graduation rate (high school)
 - Reach the attendance rate (90%) (K-8 schools and district)



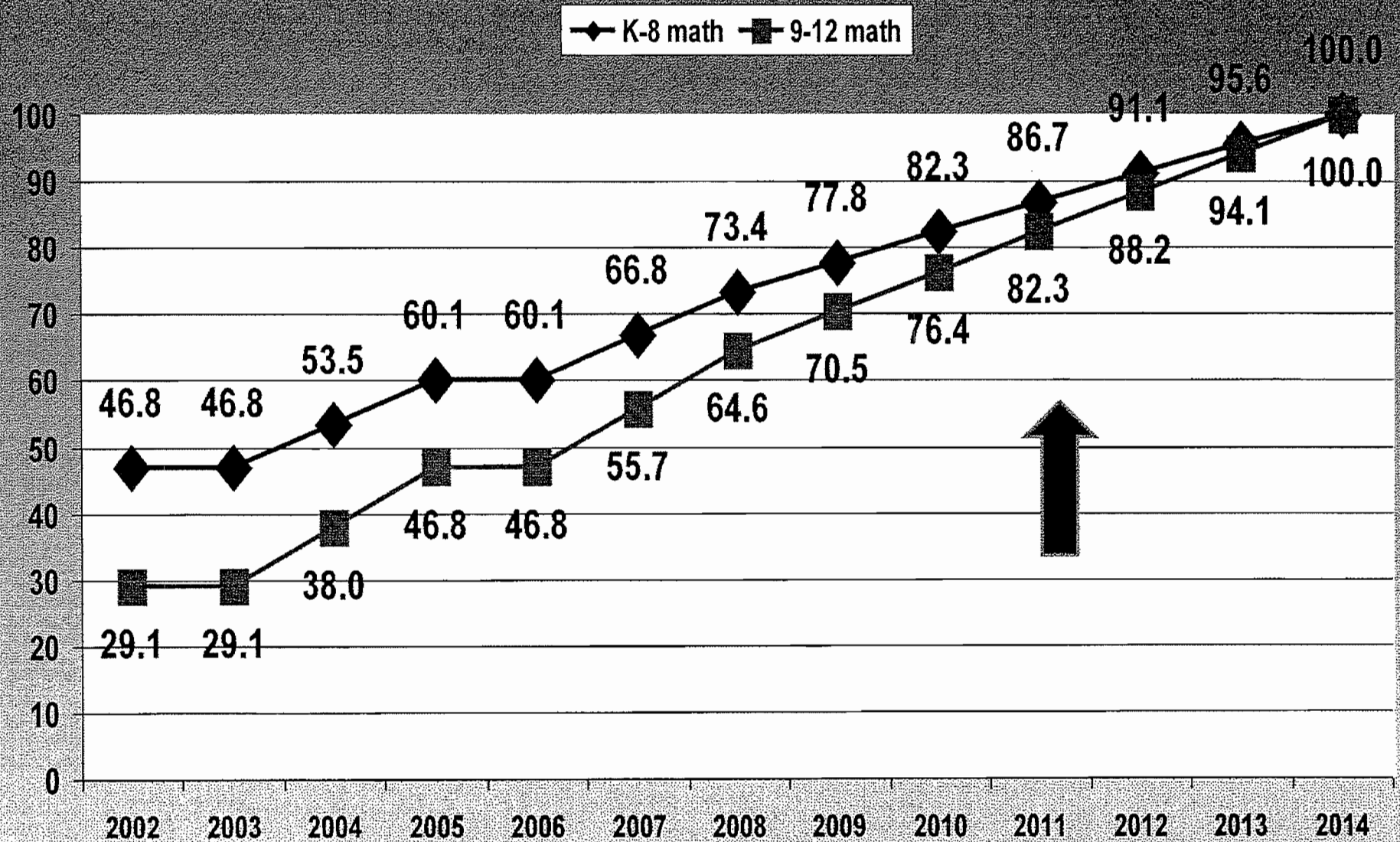
AYP Starting Point: Reading



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AYP Starting Point: Mathematics

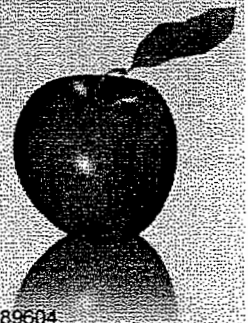


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Ways of Making AYP

- Reach the annual target
- Apply confidence interval
- Consider safe harbor
- Consider confidence intervals to safe harbor

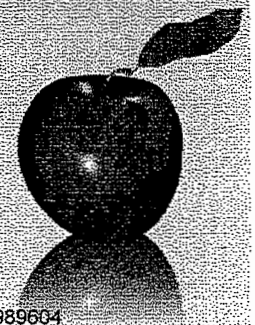


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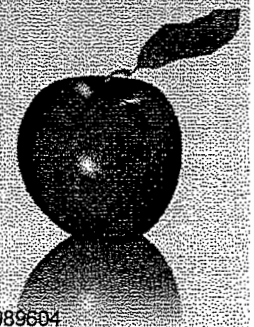
To Consider Safe Harbor

- Did the student group have 95% participation, and
- Did the student group meet the attendance or graduation targets, and
- Did the percent of students scoring below standard decrease by at least 10% from the previous year?
- The percent below standard must fall above a lower-bound set by a hypothesis test at the 75% level of confidence.



Graduation Rate Changes

- 4 Year-Adjusted Cohort Rate
- Goal is now 80%
- Annual targets:
 - If rate is $< 50\%$, target is 5% improvement
 - If rate is $\geq 50\%$ but $< 80\%$ target is 3%
- 9th grade cohort (2006-2007) who graduated in 2010
- Regular diploma—no GED



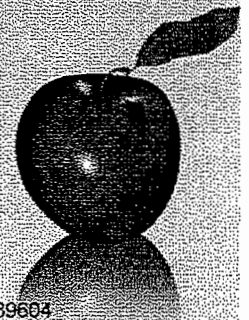
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Graduation Formula

2010 graduates (# of cohort members earning a regular HS diploma by end of 2009-2010 school year)

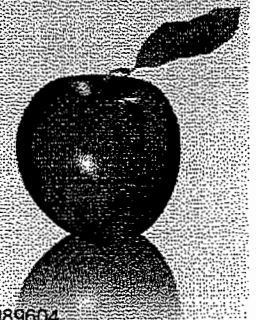
1st time 9th graders in fall 2006 plus transfers in minus students who transfer out, emigrate, or die during 2009-2010, 2008-2009, 2007-2008 and 2006-2007



Reclassification

The U.S. Department of Education limits the percentage of alternate and modified assessments counted at standard-or-above.

- Only 1% of all student tests in a subject can count as meeting standard or above if they are alternate assessments.
- Only 2% of modified assessments (KAMM) can count.
- Those exceeding these limits are reclassified as below standard.

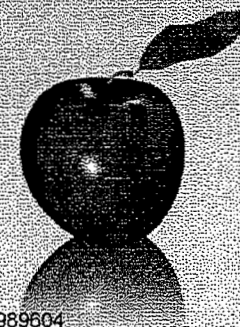


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Reclassification Details

- The 1% and 2% caps apply at district and state levels.
- The percentages are based on the total number of students available for testing, not just students with disabilities.
- Reclassifying a student occurs at all levels and for all groups in which the student is counted as a member.

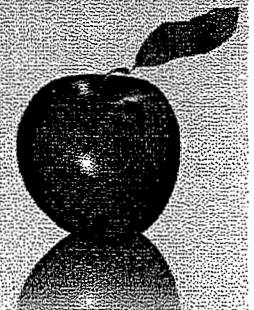


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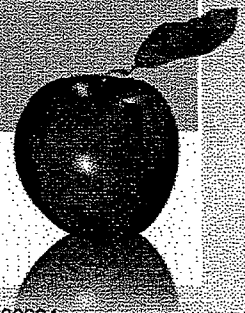
Exceptions:

- Based on special local circumstances, a district can be given a waiver on the 1% limit.
- When a district does not use the full 1% allowed for alternate assessments, the unused portion is added to the 2% limit on modified assessments.



Schools Not Making AYP

	2009	2010
Schools	172	256
Reading	110	167
Mathematics	122	184
Attendance	2	0
Graduation	11	9

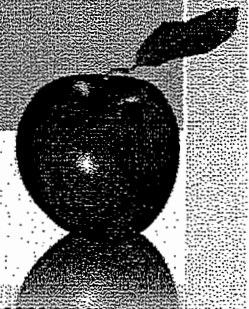


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Districts Not Making AYP

	2009	2010
Districts	34	82
Reading	30	61
Mathematics	19	54
Attendance	1	0
Graduation	1	7

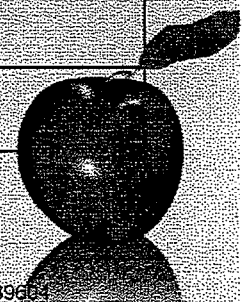


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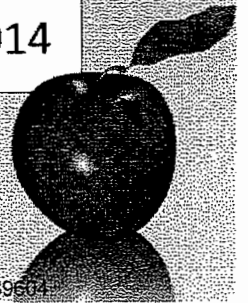
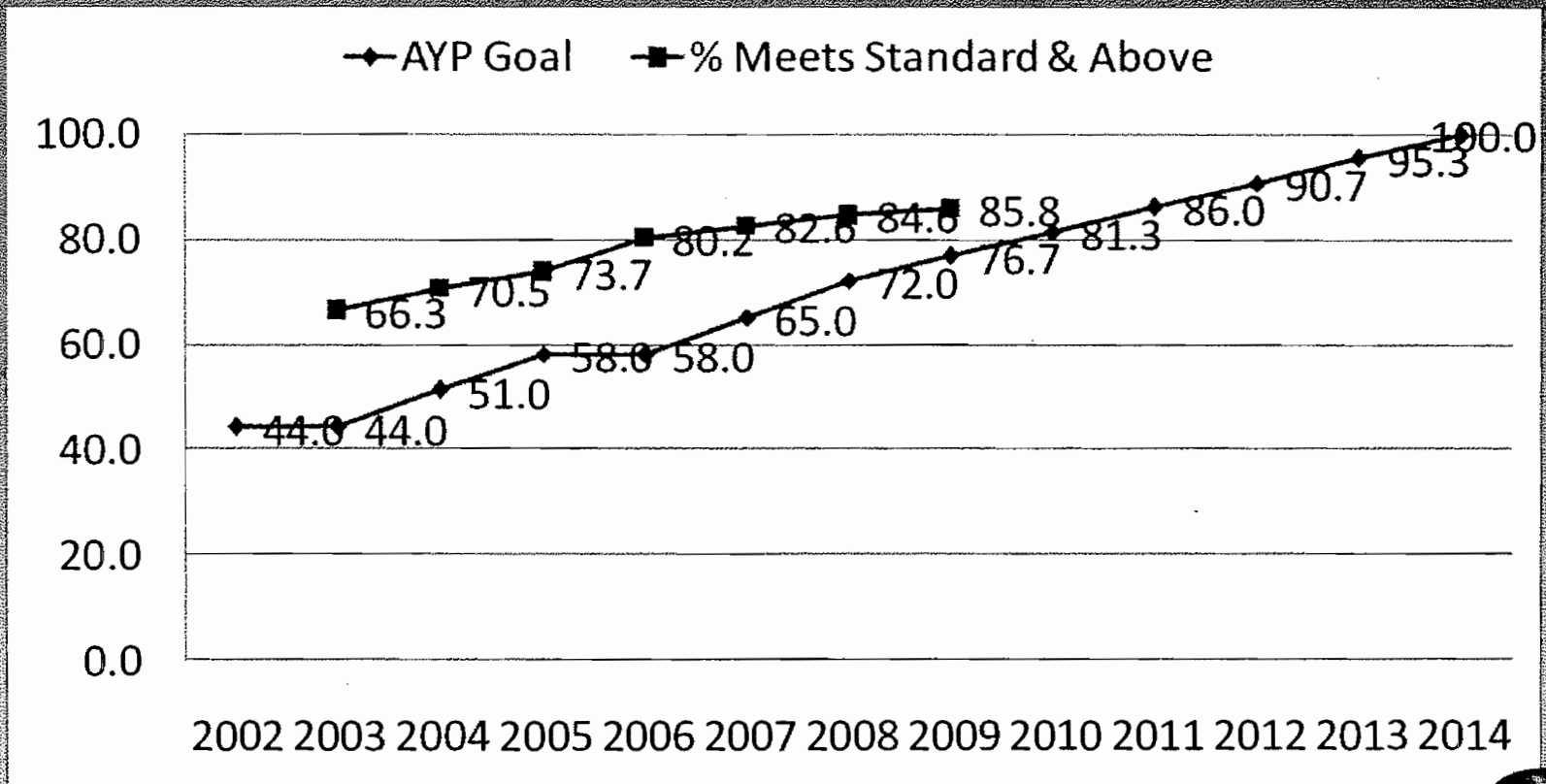
Number of Schools by Subgroup Not Making AYP 2010

	Reading	Math
All students	88	110
Free & Reduced Lunch	109	128
Students w/ Disabilities	73	76
English Language Learners	45	32
African Americans	35	47
Hispanics	44	52
Whites	24	52
Asian	1	1
American Indian	0	1
Multi-Racial	5	6

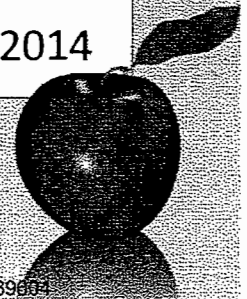
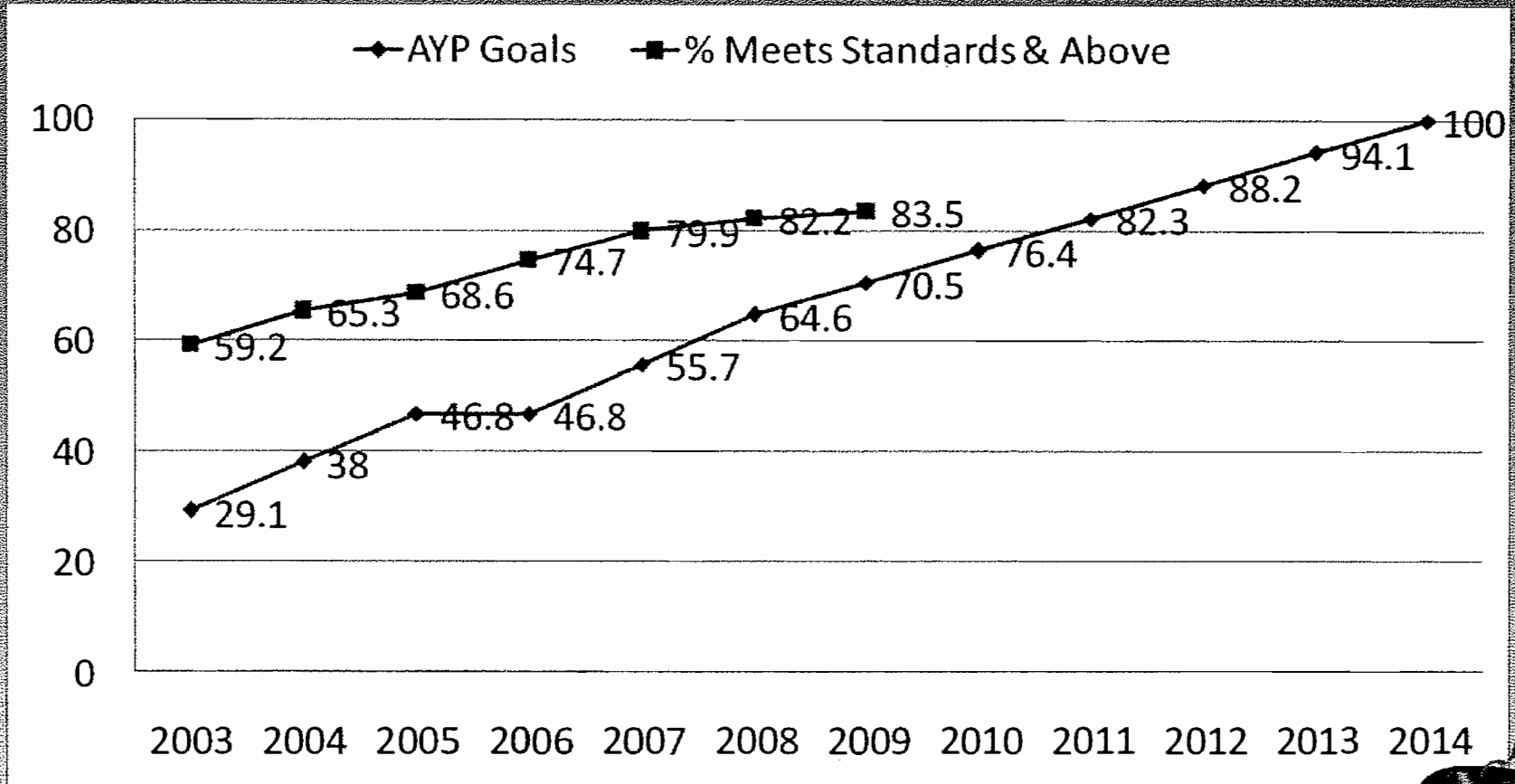


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Kansas AYP Reading Trends All Students 2003-2009



Kansas AYP Math Trends All Students 2003-2009



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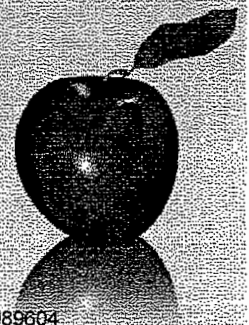
KSDE000082

Summary

- Student achievement continues to increase even though the targets increase yearly
- Of the 1380 public schools in Kansas, 1123 made AYP in the 2009-2010 school year
- 81.4% of the schools in Kansas made AYP

State AYP:

- subgroups below 'meets standards' include:
 - Free & reduced lunch (reading & math)
 - Students with disabilities (reading & math)
 - ELL (reading & math—also graduation)
 - African-Americans (reading & math)
 - Hispanics (math)

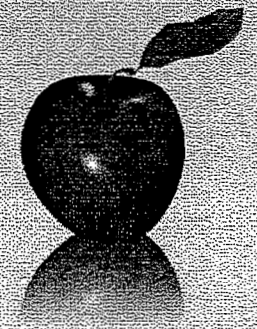


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Title IIA

Improving Teacher Quality



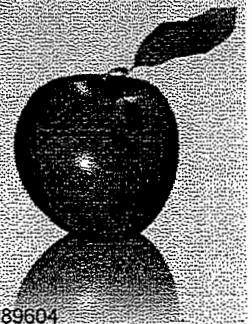
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KSDE000084

Highly Qualified Teachers

All teachers teaching in core academic subjects must be highly qualified.

If a district does not have 100% highly qualified teachers, the district must establish annual measureable objectives that demonstrate progress in meeting the goal.



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Core Academic Subjects

 Reading/Language
Arts

 Mathematics

 Science

 Foreign Language

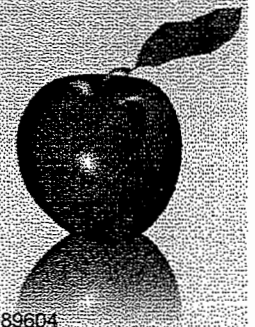
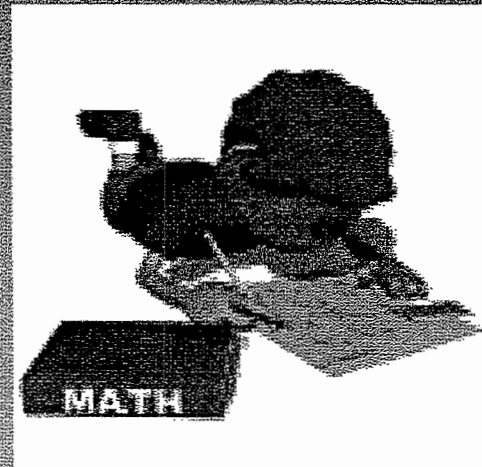
 Civics and
Government

 Economics

 Arts

 History

 Geography



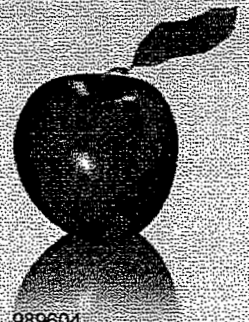
Defining a Highly Qualified Teacher

- Holds a minimum of a bachelor's degree,
- Has obtained full state certification or licensure, and
- Has demonstrated subject area competence in each of the academic subjects in which the teacher teaches (endorsements)

Adding Endorsements

- College Course Work
- The Praxis

www.ets.org/praxis/ks/requirements



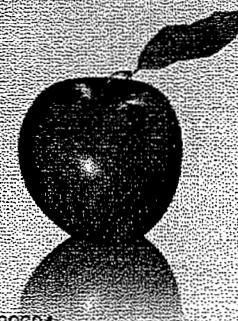
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KSDE000087

Reports for Title II A

Licensed Personnel Report (LPR)

- Located on the KSDE Authentication Webpage.
- Superintendent, or a designee, must complete and submit the report by late February.
- Each teacher will be entered along with the classes, levels and subjects they teach.
- The information your district enters is matched with licensure information at KSDE.
- Any teachers that appear non-qualified will appear on the Staff Assignment Report.



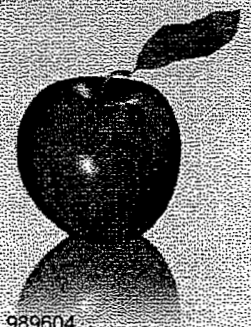
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Reports for Title II A

Staff Assignment Report (SAR)

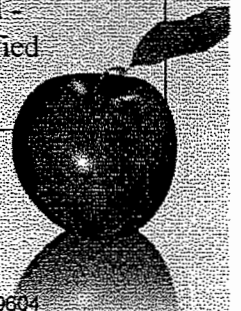
- Available on the Licensed Personnel Report opening webpage.
- The SAR will list:
 - names of teachers,
 - subjects for which they are teaching and not qualified,
 - number of sections, and
 - specifics regarding why they did not meet HQT status at the federal and state levels.



Staff Assignment Report

An Example

SSN	Last Name	First Name	Bldg Name	Subject Number	Subject Name	Levels	Class Count	HQ Per NCLB	QPA #5 Core (100%)	QPA #5 Other (95%)	Flag #1
123456789	Willan	Able N	Landry Cty Special Services Coop	94011	Resource Room	9-10	1			X	Licensed - w/ provisional - Qualified
987654321	Lowney	Bill	George Elem	96001	Library Media Specialist	Kind-4	1			X	Licensed - Unqualified
456789123	Seeya	Gladys	Landry Elem	80001	Single Grade Self-Contained Classroom (Elementary)	Kind-Kind	1	X	X		Licensed - Unqualified
789123456	Andime	Nick L	Landry High	04061	Government	9-12	2	X	X		Licensed - Unqualified
123789456	Book	Rita	Landry Middle School	91007	Other Building Level Assistant Administrator	7-8	1			X	Licensed - Unqualified



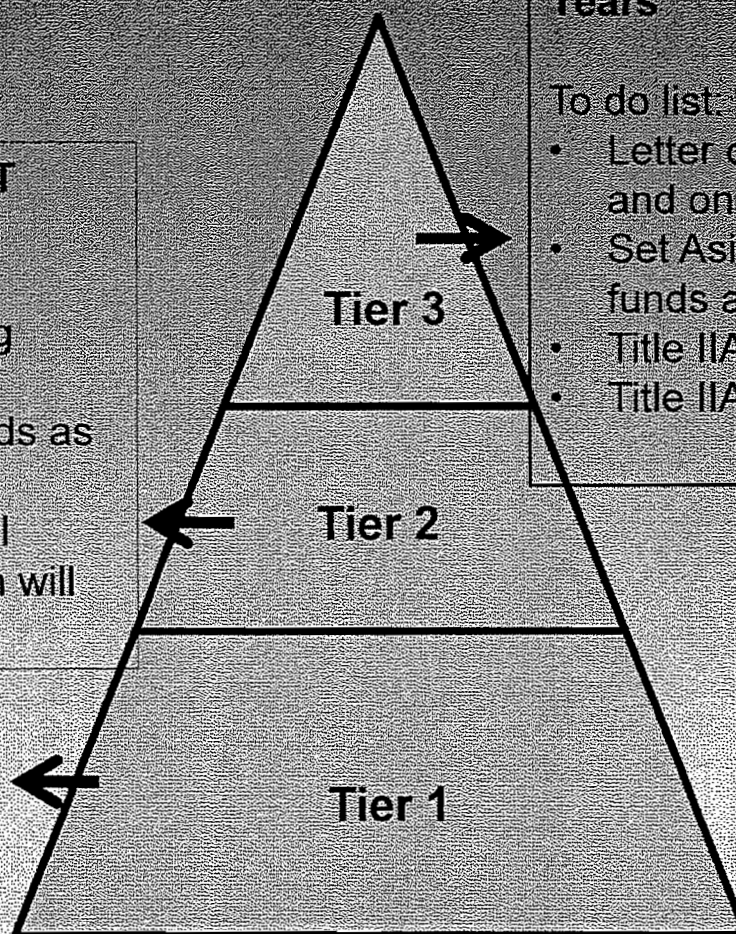
Title IIA Accountability A Tiered Approach

2nd Year and Beyond Not HQT

To do list:

- Complete a plan for becoming 100%HQT as part of the LCP
- Set Aside 10% of Title IIA funds as part of the LCP
- If non-HQT teaches in a Title I building, a letter of notification will be sent to parents

100% HQT or
1st year Not 100% HQT



Not HQT and Not Making District AYP for 3 Consecutive Years

To do list:

- Letter of Agreement signed and on file with KSDE
- Set Aside 10% of Title IIA funds as part of the LCP
- Title IIA Needs Assessment
- Title IIA Tier 3 Action Plan



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Tier 2 Accountability And the Local Consolidated Plan

Allocations Page of the LCP

Title IIA

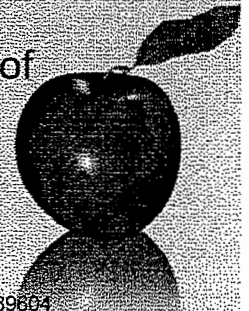
- ☐ Not on Improvement
- ☒ District is on Improvement
- ☐ District is on Corrective Action

Title IIA Page of the LCP : Improvement Plan

Enter the number of sections with non-Highly Qualified Teachers as of 02/18/2008.
(Located in a letter sent to superintendents and LCP contacts or on the SAR report.)

Question 1: Describe how teachers are presently being supported by the district in meeting the NCLB Highly Qualified Teacher requirements.

Question 2: What issues or conditions are preventing the district from having 100% of the teachers Highly Qualified?



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Tier 2: Title IIA of the LCP

10% of Title IIA Monies are to be Set Aside when on Tier 2 to work specifically with those teachers in the district that are not considered to be highly qualified.

☒ Improving quality of teachers

Amount that will be used
to support HQT

☐ Payment of Praxis test

☐ Preparation for Praxis test

☐ Release time

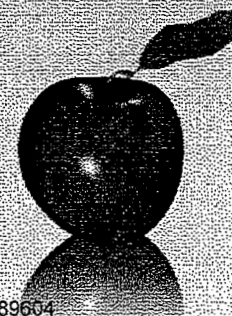
☐ Substitutes while non-highly qualified
teachers are attending classes

☐ Tuition

☐ Other (Please explain)

Total

10% of Title IIA



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Tier 3 Accountability And the LCP

Allocations Page of the LCP

Title IIA

- ☐ Not on Improvement
- ☐ District is on Improvement
- ☒ District is on Corrective Action

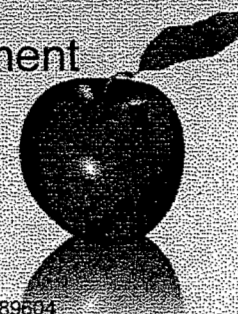
Title IIA of the LCP

Rules for the 10% set aside as described in Tier 2 applies.

In addition, an agreement is made between KSDE and the LEA regarding how Title IIA monies will be spent.

Needs Assessment

The purpose of the needs assessment is to identify professional development and hiring needs in the context of a strategy for eliminating the achievement gap and ensuring all teachers are highly qualified.



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Tier 3 Accountability And the LCP

According to the data generated by the needs assessment, identify area(s) of need and the professional development activities and/or hiring that will be implemented to address those areas of need. Check the appropriate boxes below, or describe your needs in the field provided, as appropriate.

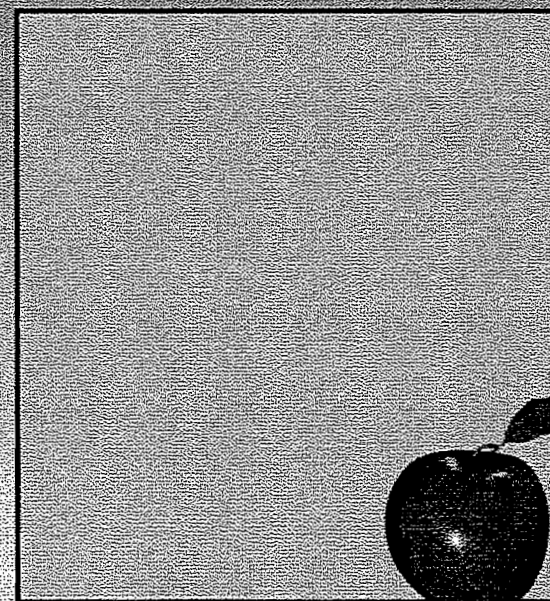
Areas of Need

- ☐ Schools identified for Title I school improvement
- ☐ Schools with the largest average class size
- ☐ Schools with the lowest proportion of highly qualified teachers
- ☐ Student Achievement

Focus Areas to Address Identified Needs

- ☐ Professional Development Activities
- ☐ Recruitment / Hiring Activities
- ☐ Retention Activities

Needs Assessment



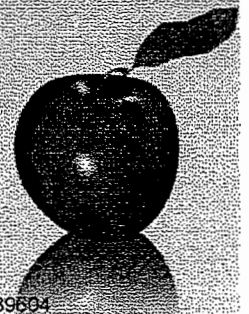
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Tier III Accountability

**A Title IIA Action Plan for Tier 3 Districts Must be
Completed and Submitted by
September 15, 2010**

**KSDE will provide technical assistance to
districts on Tier 3.**



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Questions?

Sandy Guidry

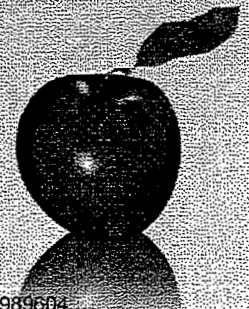
Title IIA

Title Programs and Services

Kansas State Department of Education

(785) 296-1101

sguidry@ksde.org

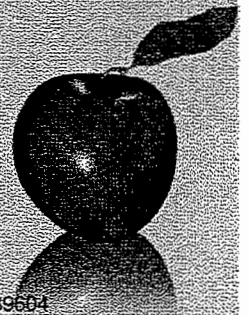


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English for Speakers of Other Languages (ESOL) and Title III

Language Instruction for English Language Learners

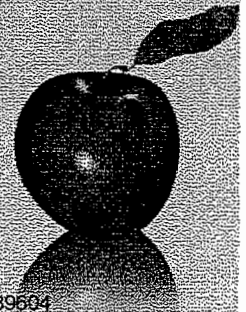


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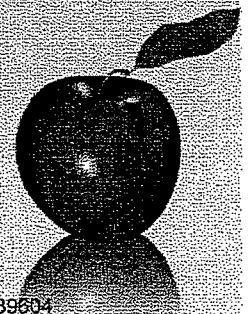
Title III and ESOL Civil Rights

- Schools are required to ensure that the rights of students are met – *whether they receive Federal or State funding or not.*
- Parent refusal of a language support program for their child does *not* release the school from its obligation to provide linguistic support in order for that child to access the curriculum.
- Schools are required to provide linguistic support *even if they have only one* English learner.



State ESOL

- The bulk or core of an ESOL program
- Must have an ESOL endorsed teacher even if there is only one English learner
- Delivery of services can take several forms:
 - Push-in
 - Pull-out
 - ESOL class period
 - Modified instruction
 - Bilingual
 - Dual language
- No mandated minimum time of instruction, but rule of thumb is at least an hour a day



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State ESOL Funding

Weighted Funding

1 Student Contact Hours		2 FTE (Round to nearest 0.1)		3 ESOL Weighted Amount		4 Weighted FTE (Round to nearest 0.1)		5 General State Aid Per Pupil Amount		6 Total Estimated State ESOL Funding
	/6 =		X	.395*	=		X	\$4012*	=	
*Subject to change										

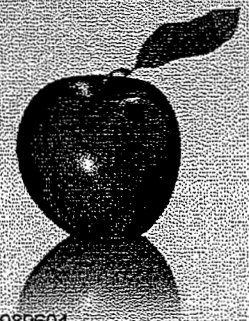
Example #1: A district has 10 ELLs who each get 30 minutes of instruction a day for five days a week. The formula is figured as 10 ELLs x .5 hours of instruction per day x 5 days per week = 25 hours of instruction per day / 5 days per week = 5 contact hours (per day).
 SO... 5 contact hours /6 = .8 FTE x .395 = .3 weighted FTE x \$4012 = \$1203.60 Total State ESOL funding for the year.

Example #2: A district has 3 ELLs. One gets one hour on TWR, two get 1.5 hrs on MF. Three hours for the week + 6 hours for the week = 9 total hours in a week. Nine /5 days per week = 1.8 average hours per day. 1.8/6 = .3 FTE x .395 = .1 (after rounding) x \$4012 = \$401.20 State ESOL funding for the year.



State ESOL Funding

- ALLOWED Expenditures
 - Instruction to assist students in learning English
 - Professional development
 - Materials
 - Supplies
- NOT ALLOWED
 - Purchase of property
 - Purchase of furniture
- NO CARRY-OVER of State ESOL funds
(funds must be expended by June 30)

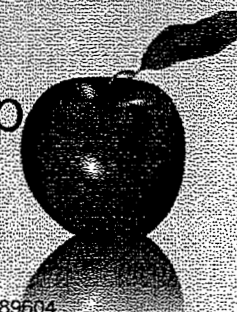


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Title III

- Minimum of 10 ELs in the district in order to participate in Title III.
- Minimum grant award is \$10,000. Districts not eligible to receive a minimum award will join a consortium of districts to participate in Title III.
- The goals of Title III English Language Acquisition are to ensure that all English learners (ELs) attain English proficiency and meet challenging state academic standards.
- To measure progress in meeting these goals, States receiving funds under Title III must develop annual measurable achievement objectives (AMAOs), which include three components.



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Title III

Annual Measurable Achievement Objectives:

- 1) Annual increases in the number or percentage of ELs making progress in learning English
- 2) Annual increase in the number or percentage of ELs attaining fluency in English
- 3) Making AYP for EL subgroup in Reading and Math as required under Title I

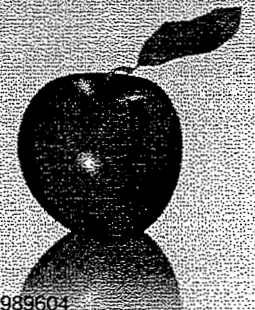
Districts receiving Title III funds are expected to meet all AMAOs every year.



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Title III

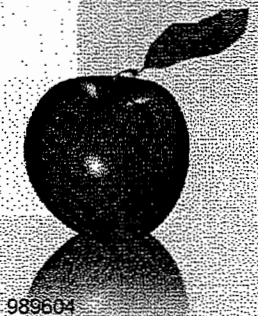
- AMAOs 1 and 2 are measured by the Kansas English Language Proficiency Assessment (KELPA), given to all ELs each spring.
 - AMAO 1 Making progress = increasing the “total” score on the KELPA from one year to another (minimum group size is 10).
 - AMAO 2 Attaining proficiency = scoring “4 fluent” in the “total” *category* for that year (minimum group size is 10).
- AMAO 3 is measured by the Kansas Reading and Math Assessments
 - Percent of ELs scoring at “Meets standard” or above (minimum group size 30).



Title III

AMAOs for 2010 -2014

YEAR	AMAO 1	AMAO 2	AMAO 3 Reading	AMAO 3 Math
AMAOs defined→	% Increase in total score on KELPA	% Score 4 in total category of KELPA	% EL subgroup "meets standard" or above	% EL subgroup "meets standard" or above
2010-11	24%	18%	86%	82.3%
2011-12	28%	21%	90.7%	88.2%
2012-13	32%	24%	95.3%	94.1%
2013-14	36%	27%	100%	100%



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Title III

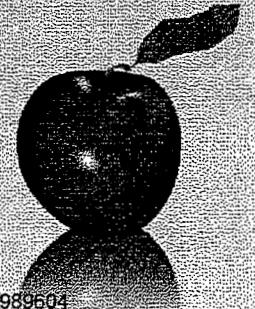
Missing AMAOs

Not meeting all AMAOs for two consecutive years-

- District will write an improvement plan

Not meeting all AMAOs for four consecutive years- State must:

- Require the district to modify its curriculum, program and method of instruction; **or**
- Determine whether to continue funding with Title III; and
- Require the district to replace educational personnel



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Title III

Not Meeting AMAOs

AMAOs missed
for two
consecutive years

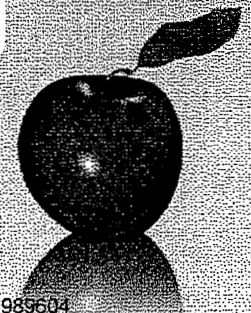
- District completes a Title III Improvement Plan (in effect for two years)

AMAOs missed
for three
consecutive years

- District revises Title III Improvement Plan to increase efforts to meet all AMAOs

AMAOs missed
for four
consecutive years

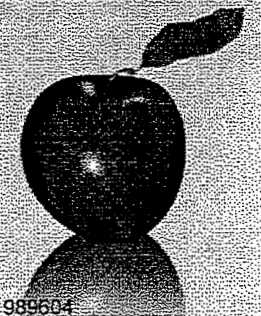
- District will work with KLN to address the needs of its ELs and its staff



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Required Title III Activities

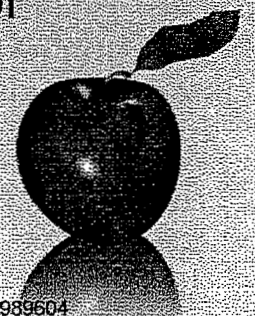
- High-Quality Instruction
- High-Quality Professional Development



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Allowable Title III Activities

- Upgrading program objectives and effective instruction strategies
- Identify/acquire, and/or upgrade curricula and instruction materials, software, and technologies
- Provide tutorials and intensified academic or vocational education
- Provide community participation programs and family literacy services to improve English skills of students and assist parents in helping children improve their academic achievement
- Provide access to and participation in electronic networks for materials, training, curricula and communication
- Carry-over of Title III funds is allowed



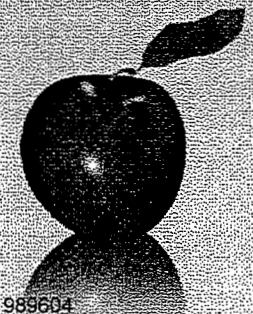
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Title III

Supplement Not Supplant

Title III funds must be used to supplement the level of Federal, State, and local funds that, in the absence of Title III funds, would have been expended for programs for ELs.

- Title III Section 3115(g) of ESEA



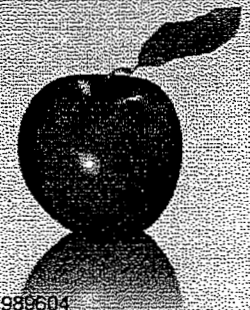
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KSDE000111

Title III

Supplanting if...

- Title III funds are used to provide services that are required under State, local or other Federal laws.
- Title III funds are used to provide services that were provided in prior years with State, local, or other Federal funds.
- Title III funds are used to administer the KELPA (because it is also required elsewhere).



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KIDS Codes

Title III

http://www.ksde.org/LinkClick.aspx?fileticket=5yglBLNzc4%3d&tabid=2508&mid=8963 - Windows Internet Explorer

http://www.ksde.org/LinkClick.aspx?fileticket=5yglBLNzc4%3d&tabid=2508&mid=8963

Favorites Books and Articles by Ste... Free Hotmail http://www.teachertube.c... Kansas Education Employ... KSDE ESOL

http://www.ksde.org/LinkClick.aspx?fileticket=5yglBLNzc4%3d&tabid=2508&mid=8963

11 / 25 57.9% Find

KIDS 2010-2011 Collection System File Specifications

Detail Record Layout (District/School SIS Collection Export File)						
Field Ref	Field	Maximum Length	Format Details	Relevant for ETRD Type	Comments/Values	
D37	Early Childhood Program Participation	6	A "6" oriented format. Position 1 is the right-most digit of the 6 digit. Position 6 is the left-most. Thus 100000 represents Other District Sponsored Preschools.	EOYA	An indication of whether or not a student participated in one or more of these Early Childhood Programs during the school year. In order to have a non-blank value other than "000000" in this field, D10: Current Grade Level must equal 00-04. Positions: • Position 1 = Headstart • Position 2 = Early Headstart • Position 3 = Parents at Teachers • Position 4 = Part C Infant/Toddler • Position 5 = Community Preschool or Center • Position 6 = Other District Sponsored Preschools Allowable values in each position: • 0 = No • 1 = Yes	
D38	Residence of Homeless Student while Homeless	1	Alphanumeric	ITTL EOYA	An indication of nighttime residence of students who lacked, at any time during a school year, a fixed, regular, and adequate nighttime residence and had a primary nighttime residence that was: 1) shared with others due to loss of housing, economic hardship, or similar reason; 2) a temporary shelter such as a hotel or motel room or campground; 3) a supervised, publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); or 4) an institution that provides a temporary residence for individuals intended to be institutionalized; or 5) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. (See section 725, Definitions, of the McKinney-Vento Homeless Assistance Act for a more detailed description of this data element.) If there were more than one such residence during the school year, please indicate the most recent. Allowable values are: • 0 = Not a homeless student • 1 = Student doubled up (e.g., with relatives, living with another family) • 2 = Student stayed in hotel/motel • 3 = Student stayed in shelter, transitional housing, or is awaiting foster care • 4 = Student was unsheltered (e.g. car, park, campground, temporary trailer, or abandoned building) For more information on reporting the Residence of Homeless Student while Homeless refer to the "Guidelines for Reporting Homeless Students" on the KIDS project website (www.ksde.org/kids).	
ESOL Field Requirements: D39-D44		Value in D41	1	2, 3	4	5, 6
		Program Entry D39	Blank	Blank	Blank	Blank
		US Entry D40	Blank	Blank	Blank	Blank
		Program End D43**	Blank	Blank	Blank	Blank
		Minutes D44*	Blank	Blank	Blank	Blank

Version 1.03

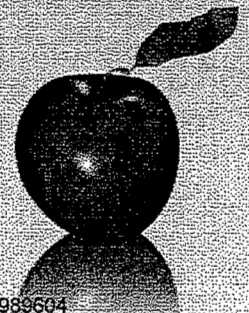
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Title III

KIDS Codes

www.ksde.org/kids

- Fields D39-44 ESOL codes
- Fields D59-D61 Immigrant and Refugee
- Fields D73, D74, D84 KELPA



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Questions?

Melanie Manares

ESOL/Bilingual and Title III

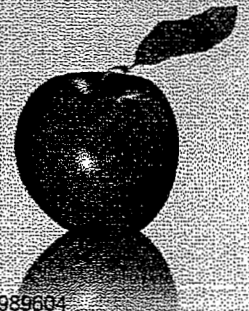
Co-coordinator Visiting International Teachers

Title Programs and Services

Kansas State Department of Education

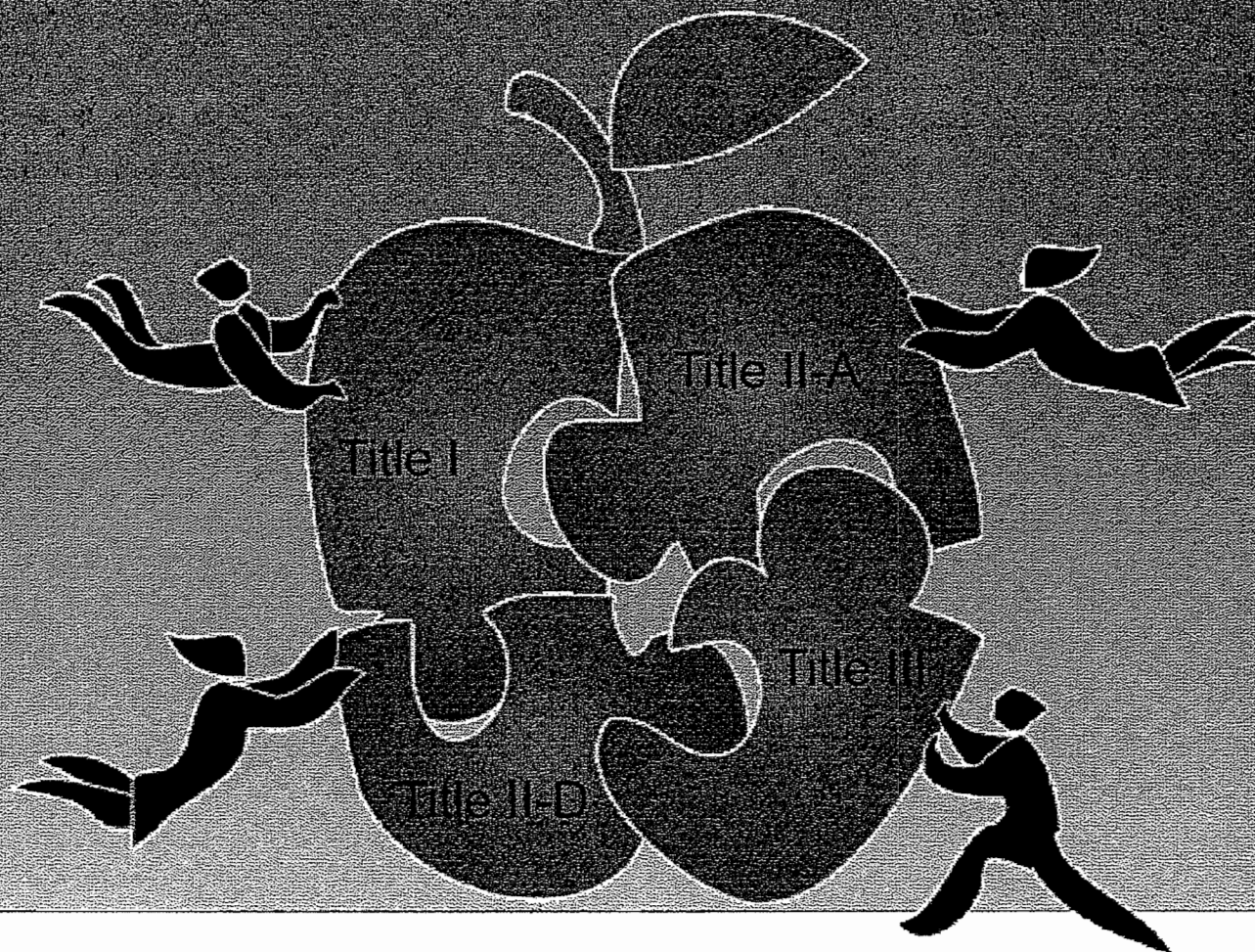
(785) 296-7929

mmanares@ksde.org



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KSDE000115



ACCOUNTABILITY: Putting the Pieces Together