

House Education Committee

February 2, 2012

Kansas by the Numbers

Number of students – 454,000 (FTE)

Number of school districts – 286

Number of schools – 1,380

Number of licensed educators – 41,000

Number of non-licensed personnel – 27,000

Numbers are rounded for presentation purposes

By the Numbers

Over 210,000 students transported to and from school each day

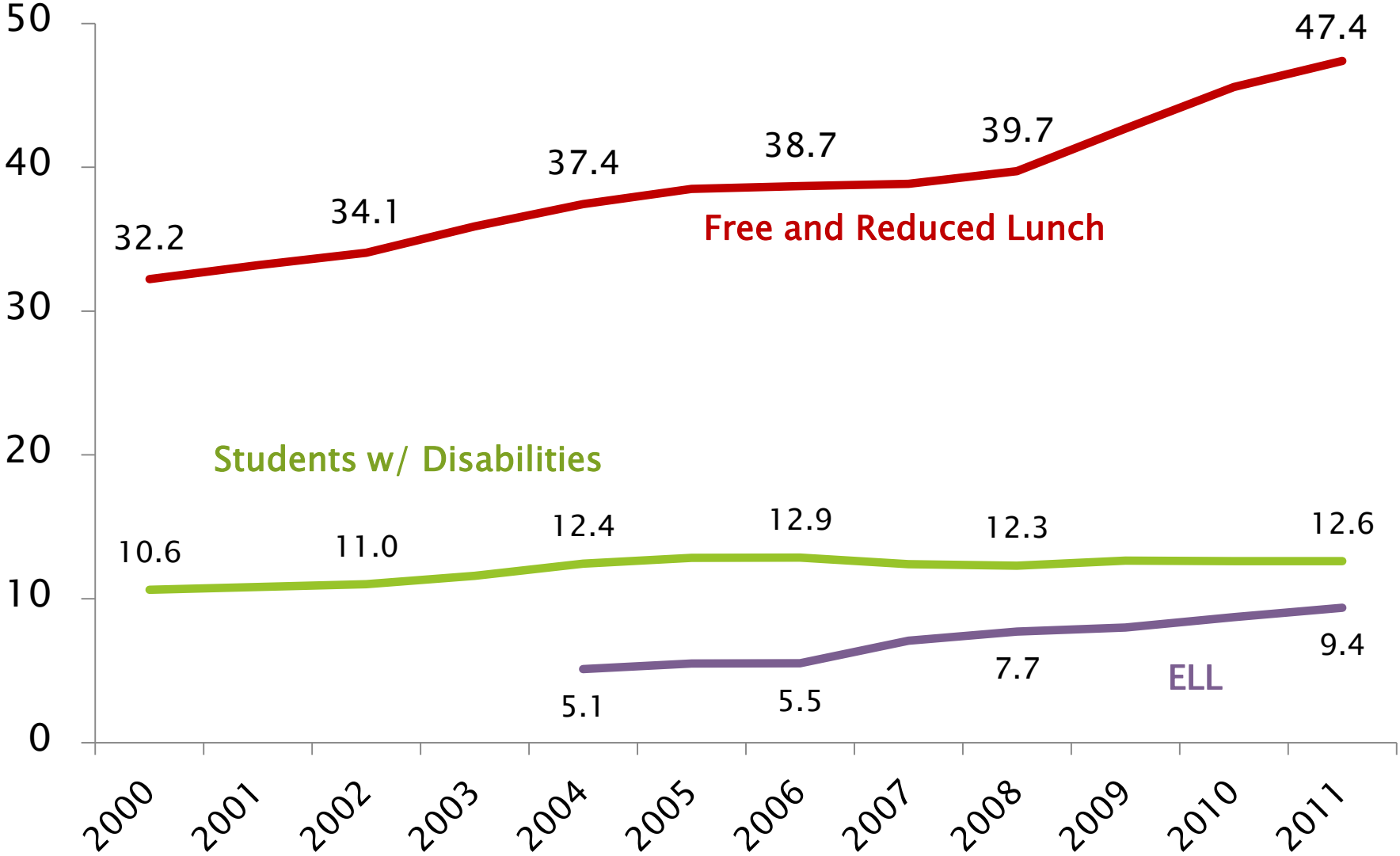
Over 92,000 breakfast meals served daily

Over 350,000 lunches served daily



Kansas Student Population Trends

(Percent of K-12, September Unaudited Enrollment, Public Schools)



Money – District Revenue 2009–2010

\$3 billion – state

\$2 billion – local

\$700 million – federal

Numbers are rounded for presentation purposes

How do we measure progress?

Classroom
Level

School
Level

State Level

National
Level

The level that matters most



Kansas Assessments

Subject	Grades	Frequency	For AYP
Reading	3–8, once in HS	Every year	Yes
Math	3–8, once in HS	Every year	Yes
History/Govt.	6, 8 once in HS	Every other year (next 2011–12)	No
Writing	5, 8, 11	Every other year (next 2012–13)	No
Science	4, 7, once in HS	Every year	No

Kansas Assessments

Based on Kansas standards

Developed by Kansas teachers and assessments experts from across the United States

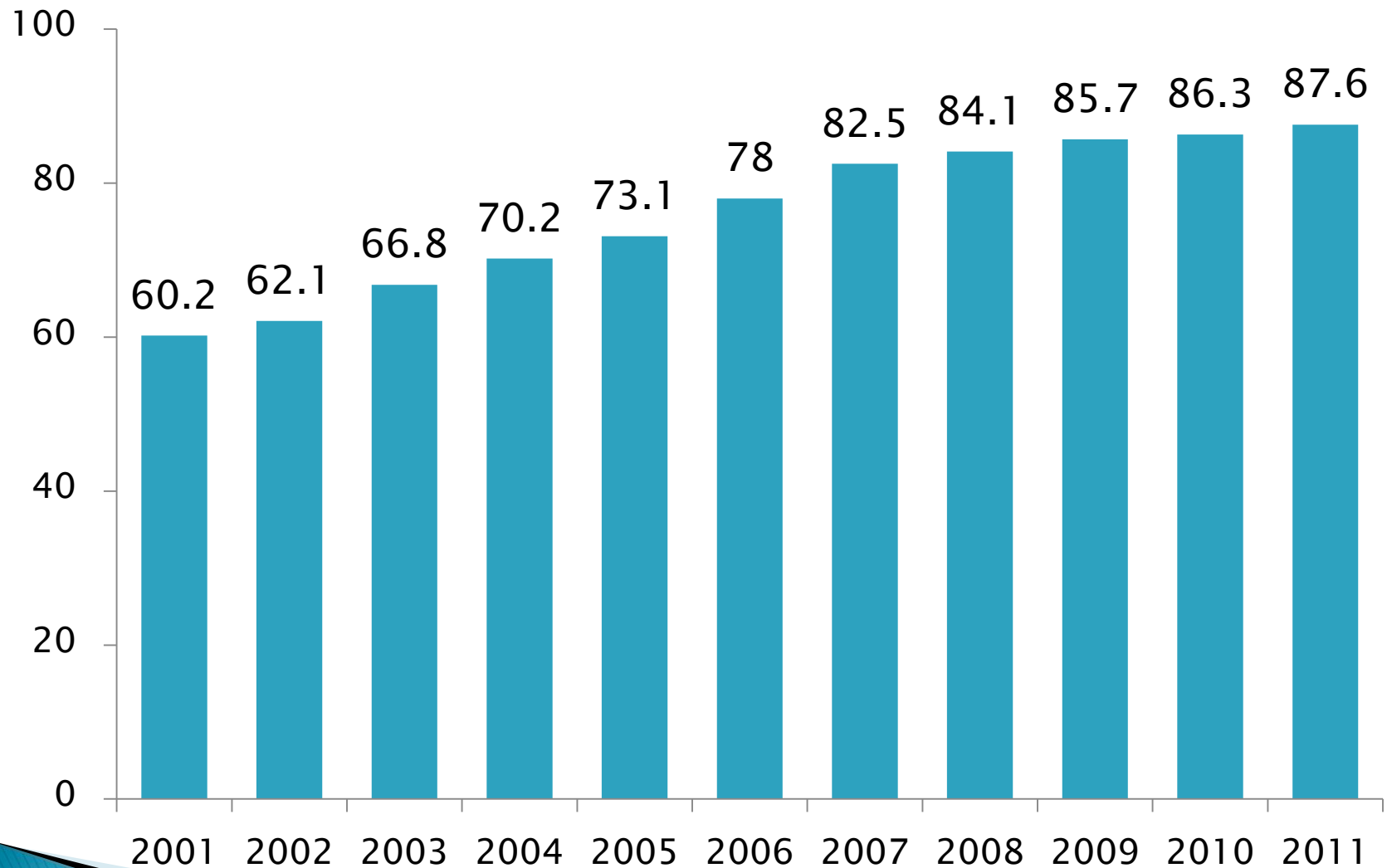
Approved by the US Department of Education (reading and math) for AYP purposes

Administered by the Center for Educational Testing and Evaluation (CETE) at Kansas University

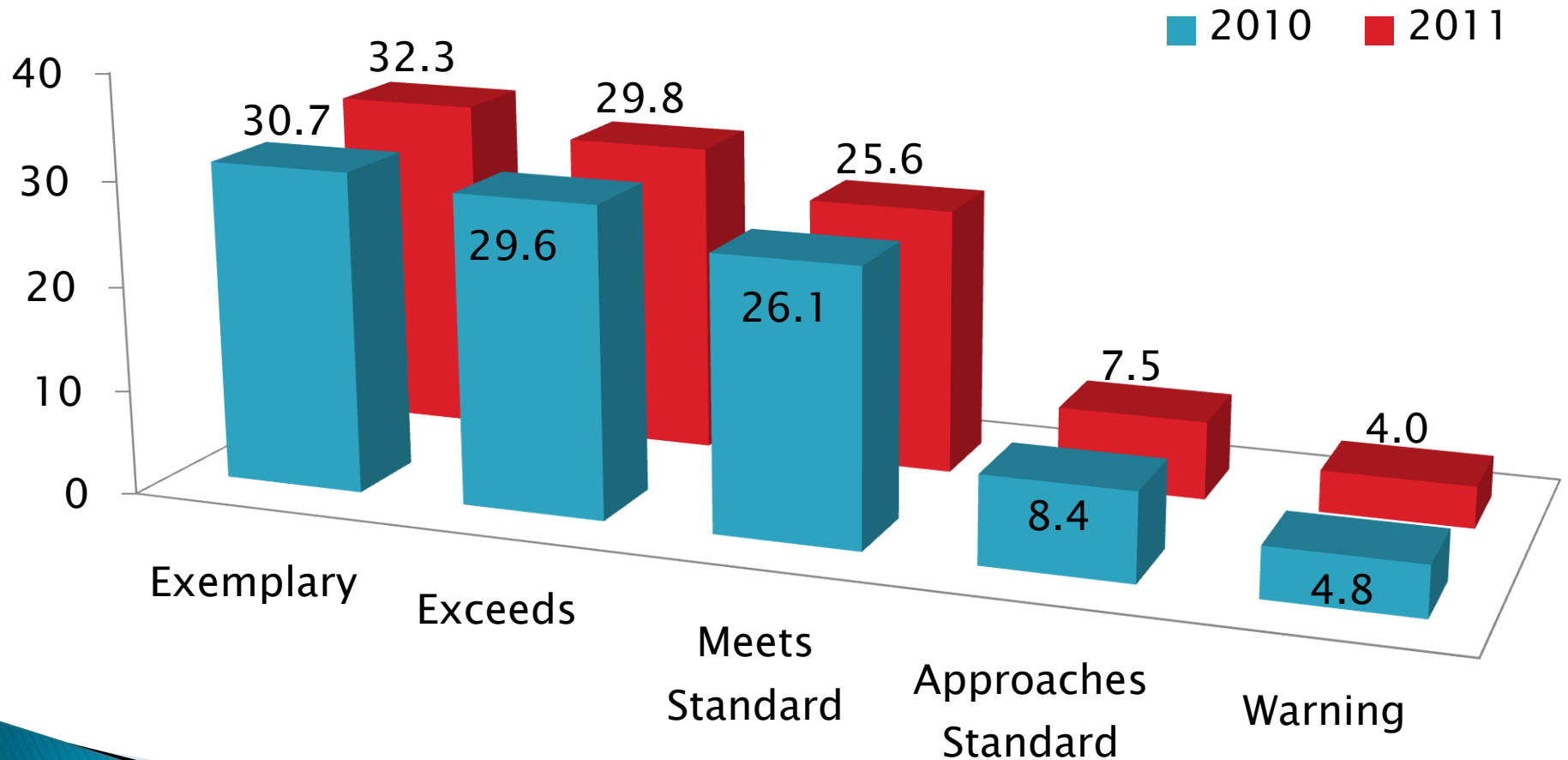
Subjects Assessed in 2011

- ▶ 265,298 Reading (*Grades 3–8, HS*)
- ▶ 266,742 Math (*Grades 3–8, HS*)
- ▶ 147,541 Science (*Grades 4, 7, HS*)
- ▶ 43,265 KELPA (*Grades K–12*)

Kansas Reading, All Students



Reading – Performance Levels



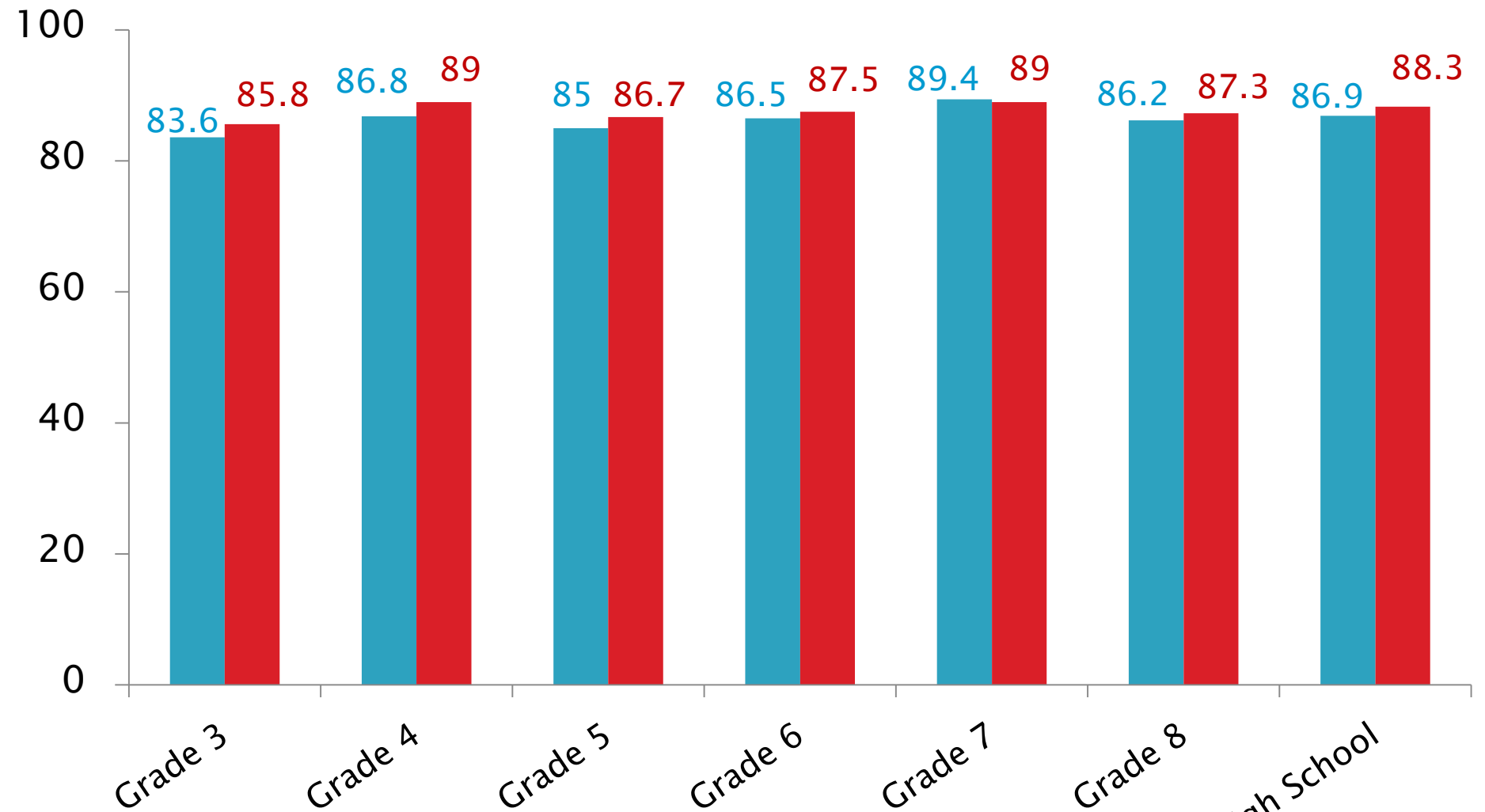
Reading – Student Achievement by Grade

Percentage of students in the top three performance levels

	2010	2011
3 rd Grade	83.6	85.8
4 th Grade	86.8	89.0
5 th Grade	85.0	86.7
6 th Grade	86.5	87.5
7 th Grade	89.4	89.0
8 th Grade	86.2	87.3
High School	86.9	88.3

Reading – Student Achievement by Grade

2010 2011

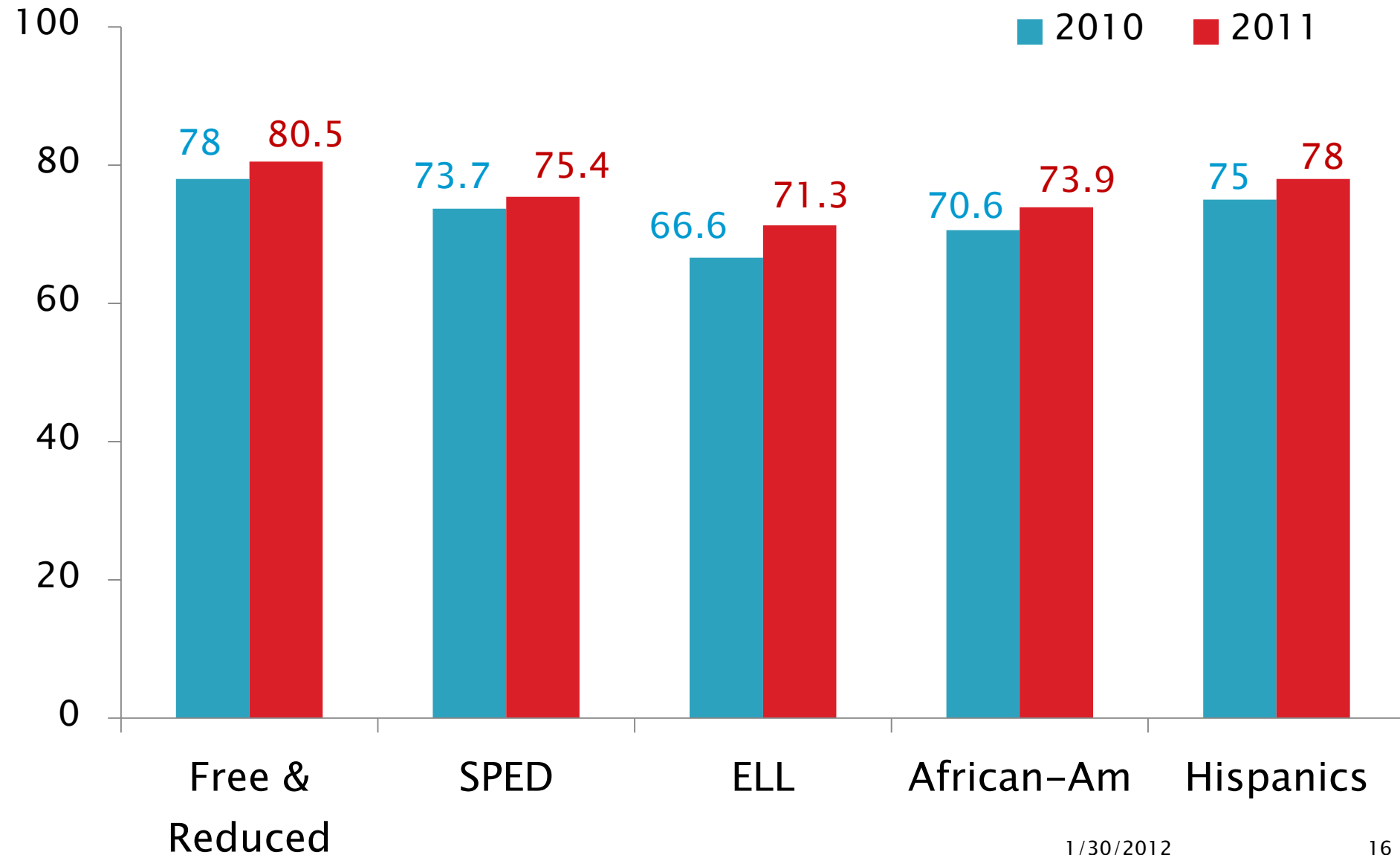


Reading – Student Achievement by Subgroup

Percentage of students in the top three performance levels

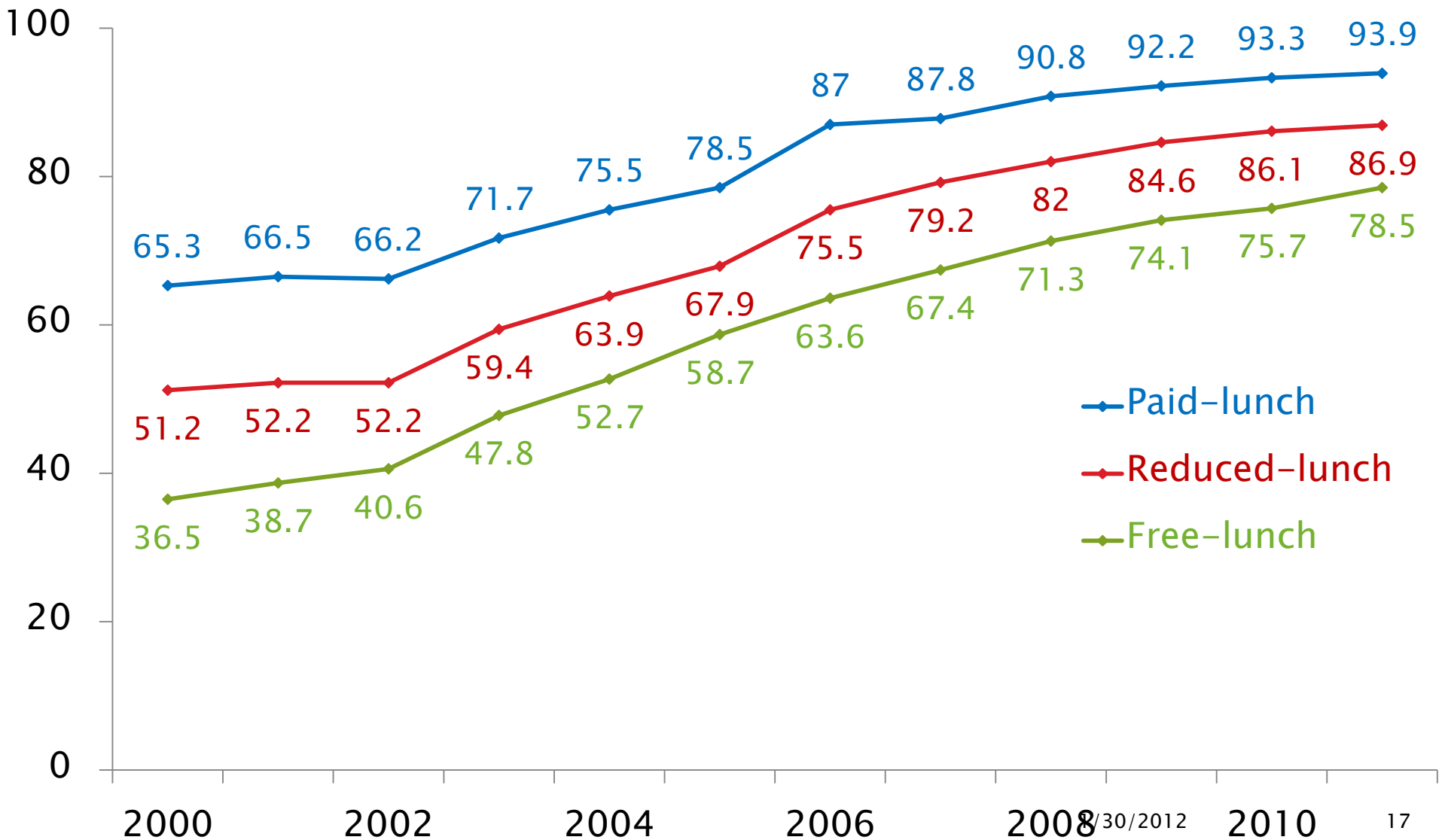
	2010	2011
Free & Reduced Lunch	78.0%	80.5%
Students with Disabilities	73.7%	75.4%
English Language Learners	66.6%	71.3%
African-Americans	70.6%	73.9%
Hispanics	75.0%	78.0%

Reading-Student Achievement by Subgroup



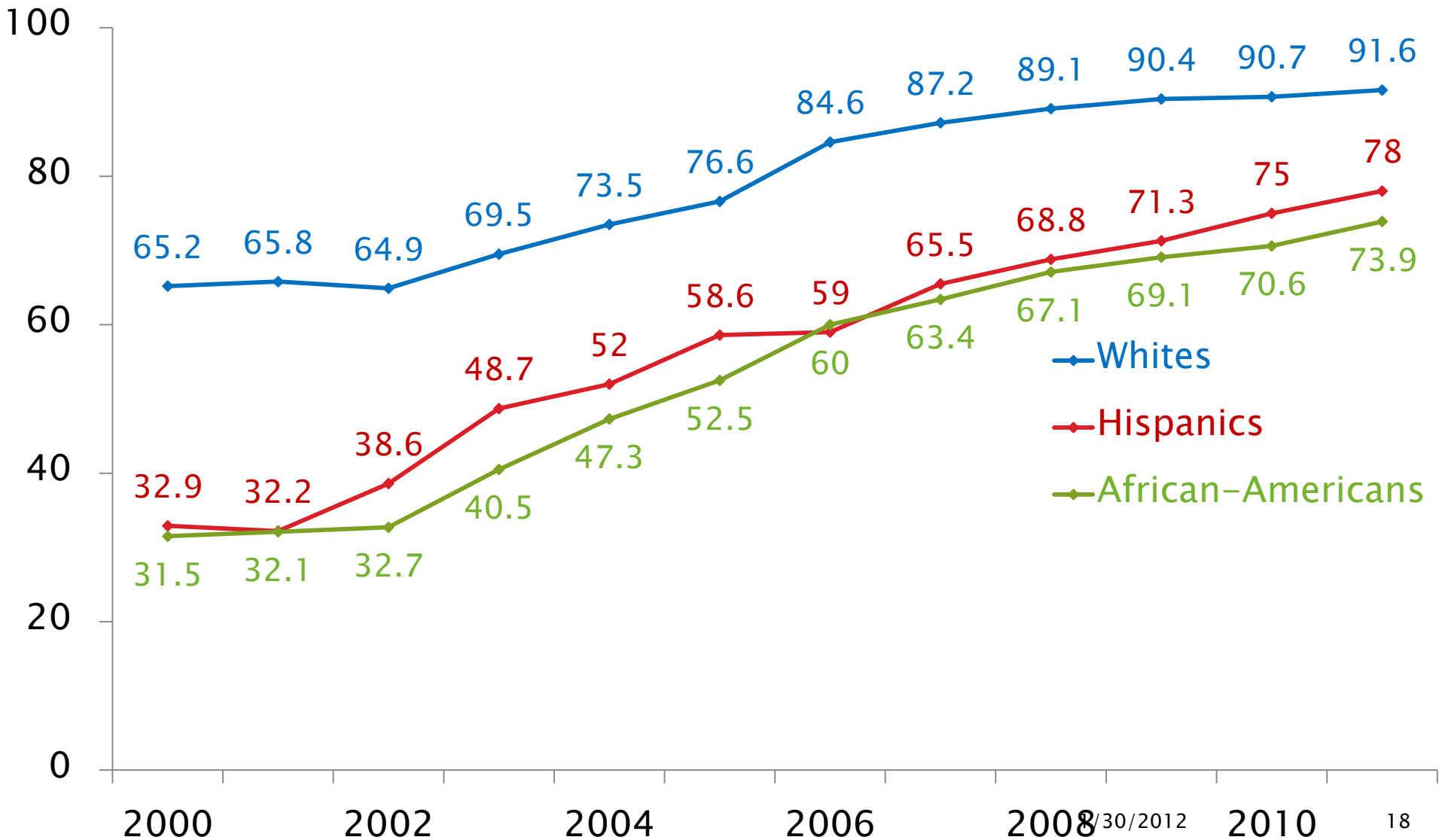
Kansas Reading Gap: 2000 - 2011

(all grades, Report Card population)

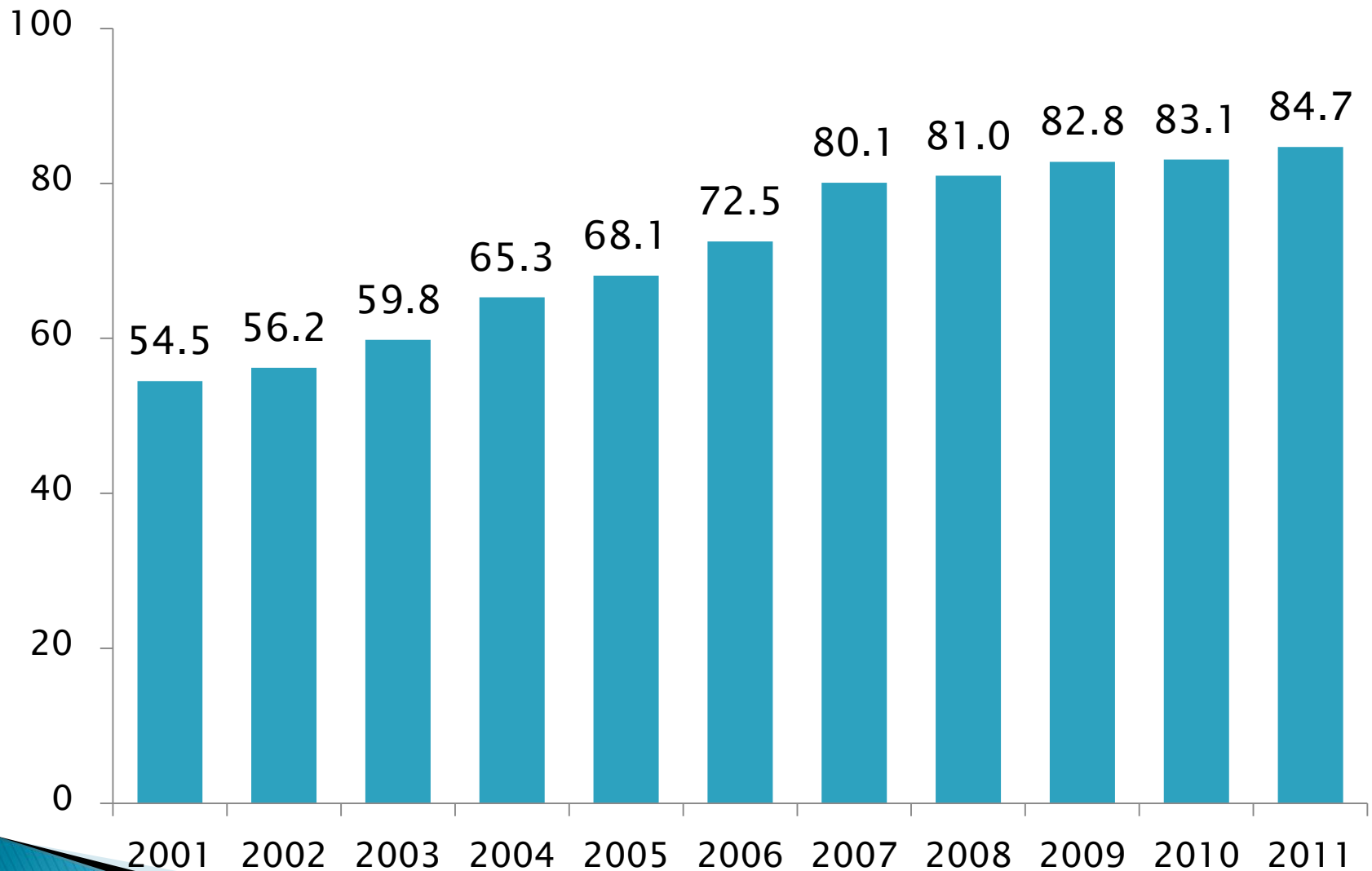


Reading Gap by Ethnicity: 2000 - 2011

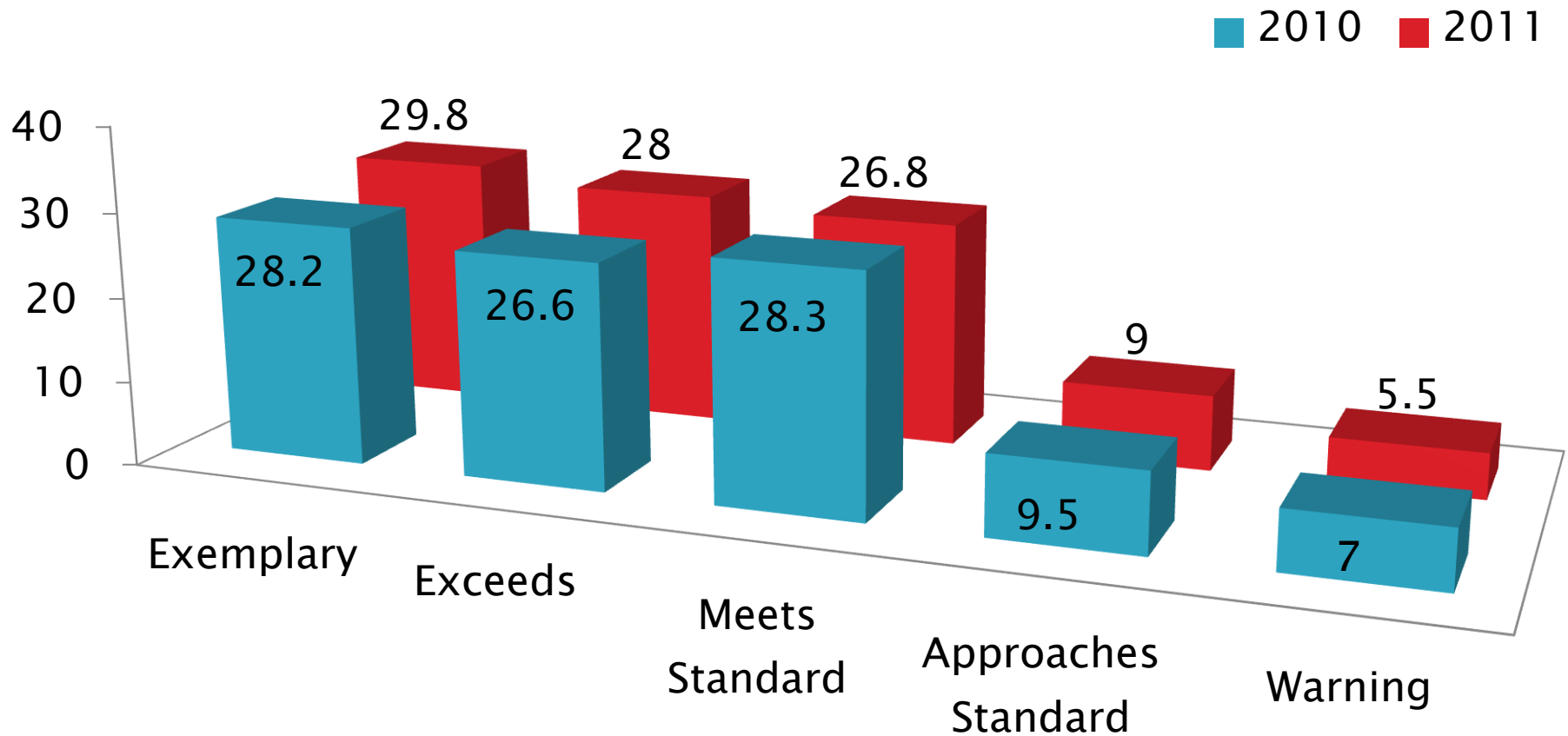
(all grades, Report Card population)



Kansas Math, All Students



Math – Performance Levels



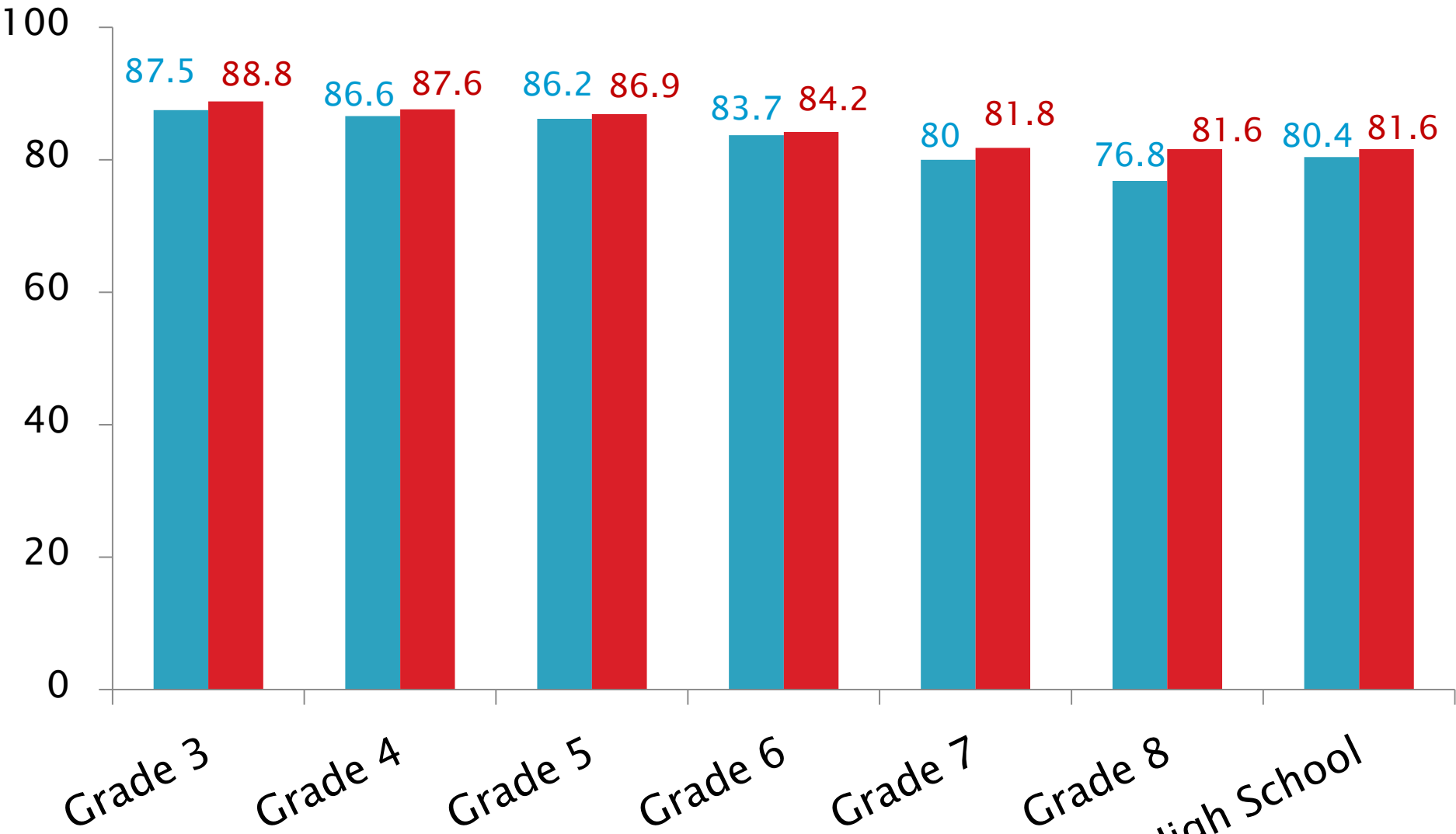
Math – Student Achievement by Grade

Percentage of students in the top three performance levels

	2010	2011
3 rd Grade	87.5%	88.8%
4 th Grade	86.6%	87.6%
5 th Grade	86.2%	86.9%
6 th Grade	83.7%	84.2%
7 th Grade	80.0%	81.8%
8 th Grade	76.8%	81.6%
High School	80.4%	81.6%

Math – Student Achievement by Grade

2010 2011

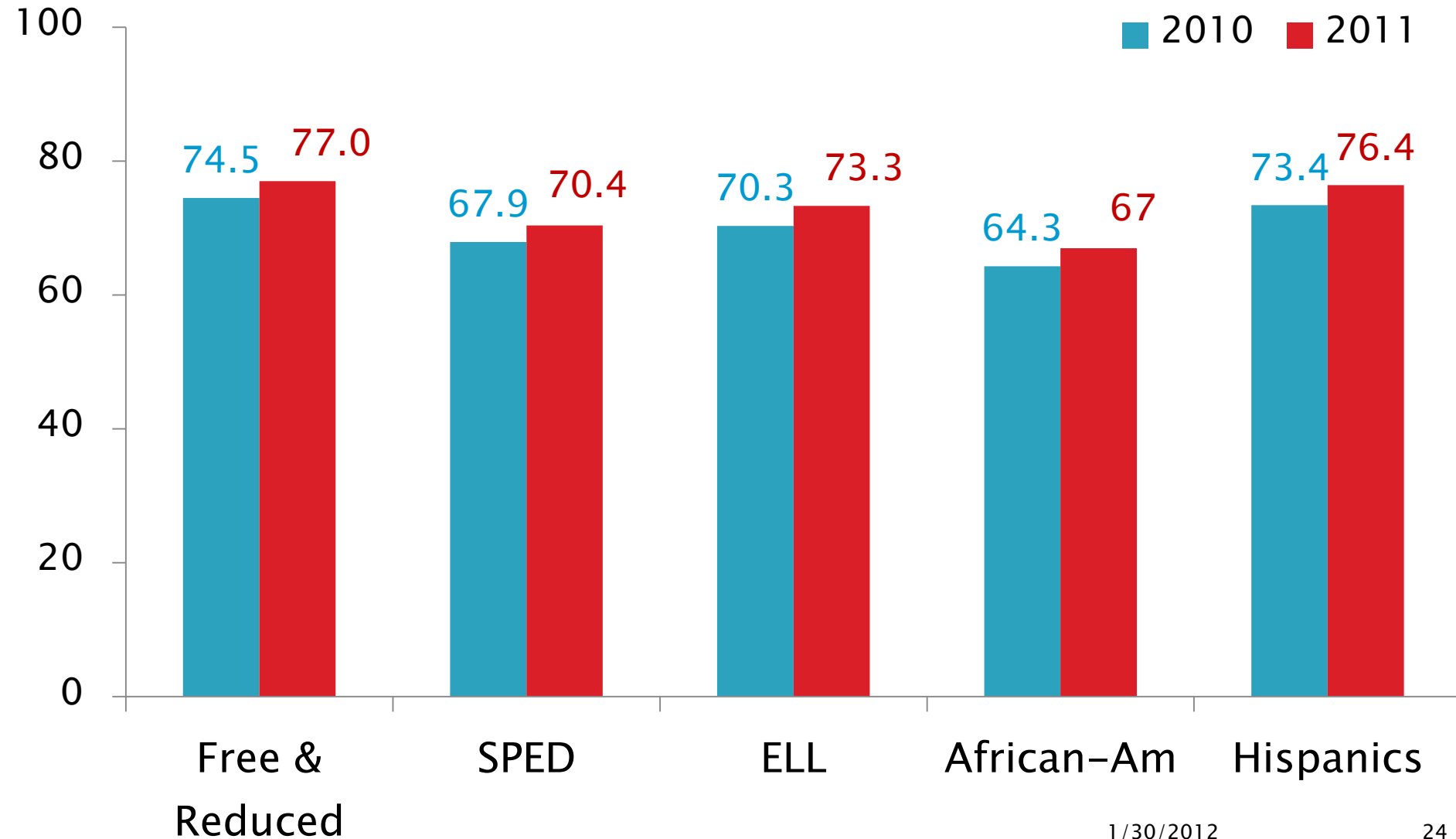


Math – Student Achievement by Subgroup

Percentage of student achievement in the top three performance levels

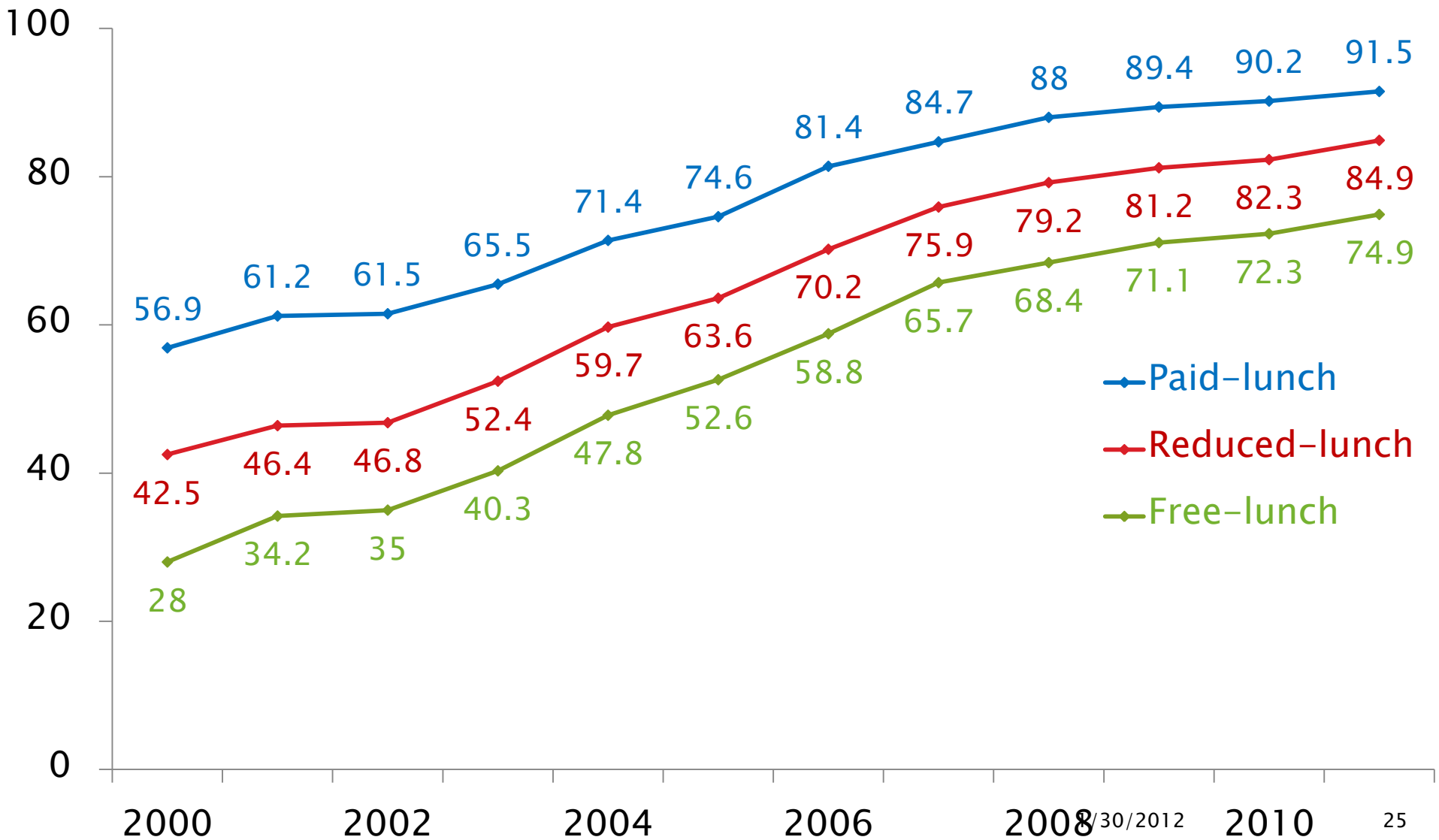
	2010	2011
Free & Reduced Lunch	74.5%	77.0%
Students with Disabilities	67.9%	70.4%
English Language Learners	70.3%	73.3%
African–Americans	64.3%	67.0%
Hispanics	73.4%	76.4%

Math-Student Achievement by Subgroup



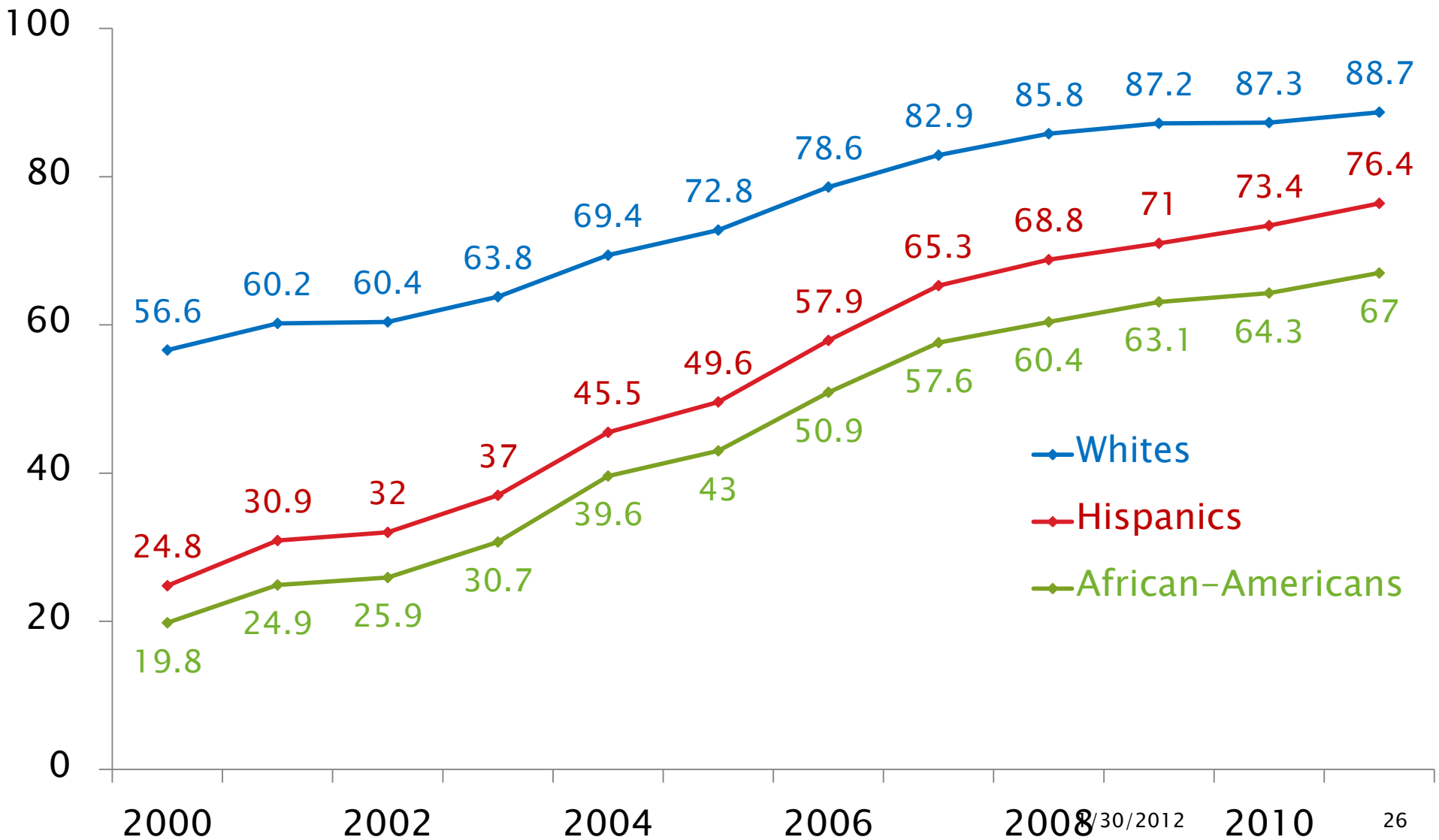
Kansas Math Gap: 2000 - 2011

(all grades, Report Card population)



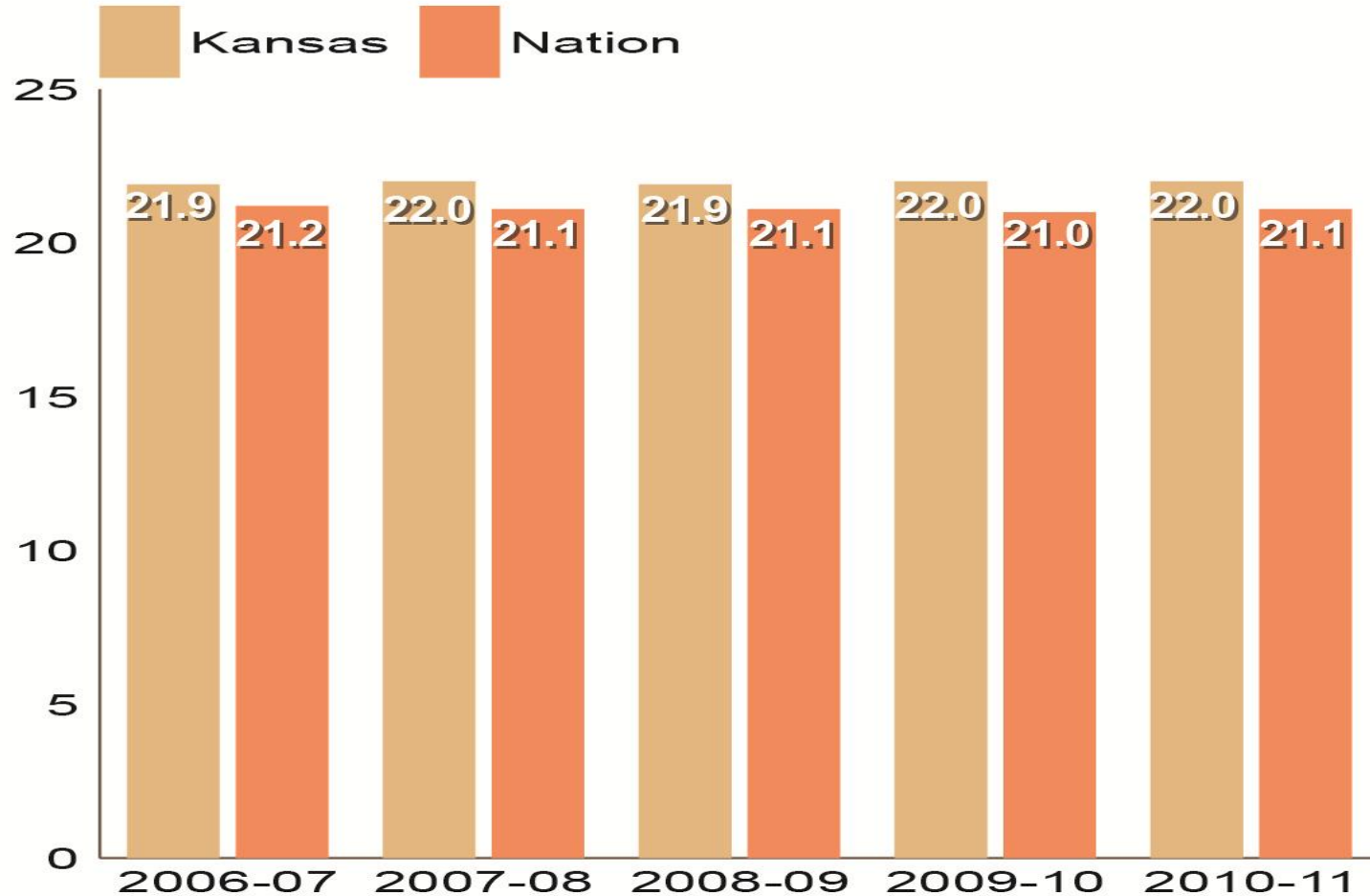
Math Gap by Ethnicity: 2000 - 2011

(all grades, Report Card population)



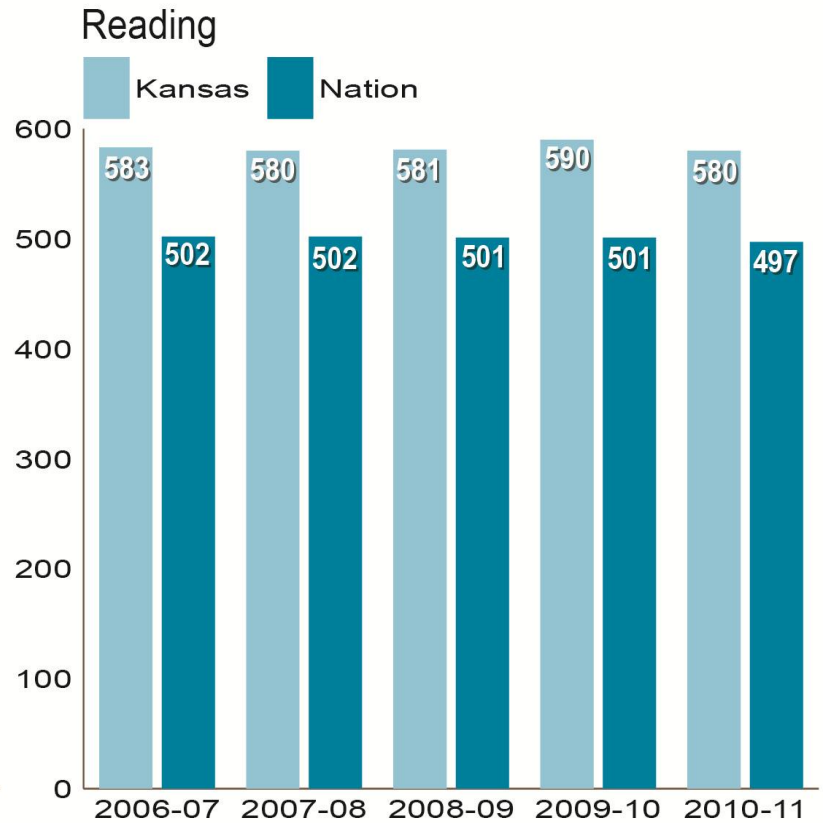
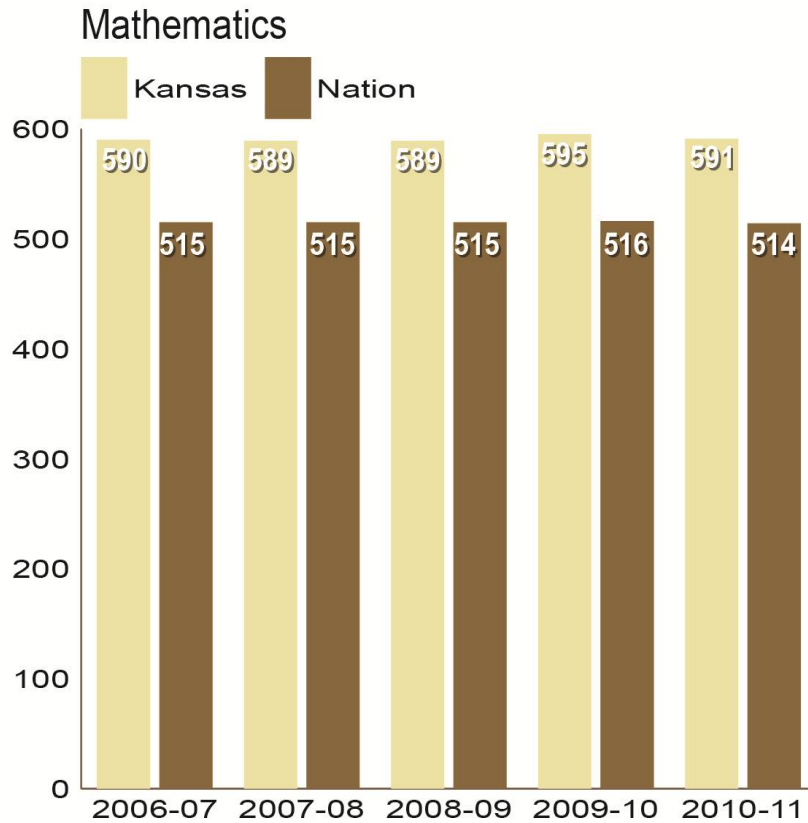
ACT Trends

(approximately 80% of graduating seniors participate)



SAT Trends

(approximately 7% of graduating seniors participate)

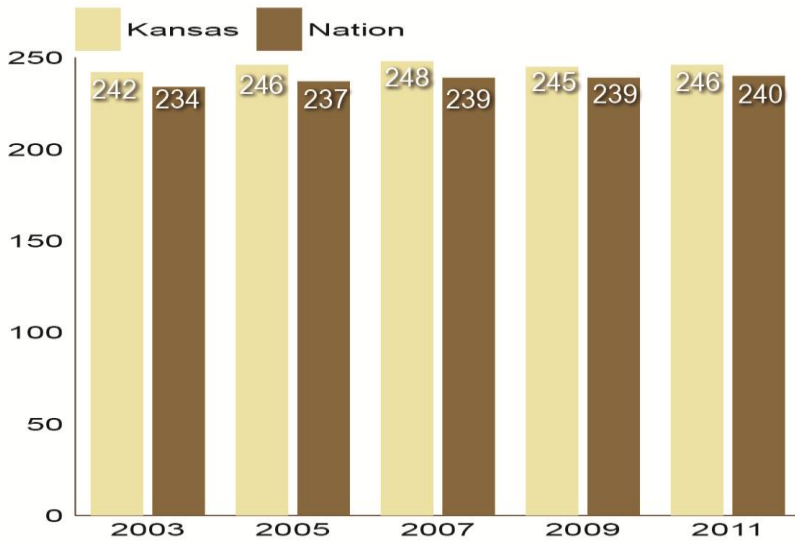


National Assessment of Educational Progress – NAEP

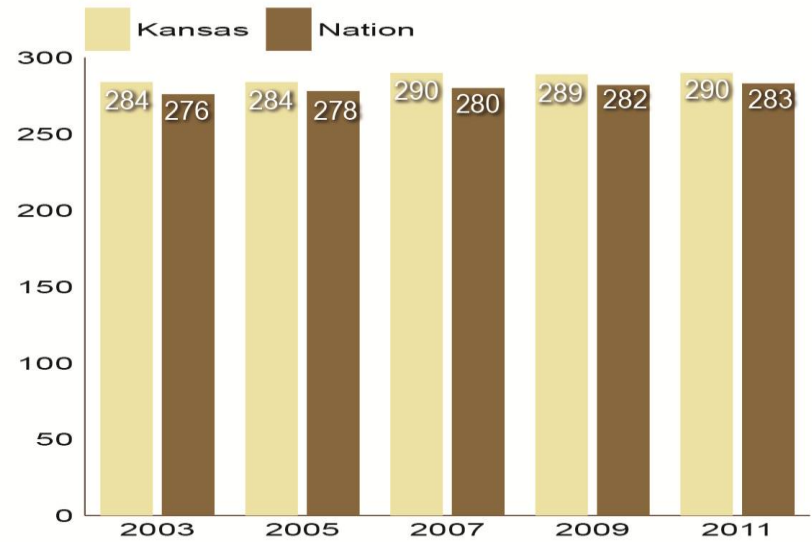
- ▶ Known as “the nation’s report card”
- ▶ Based on NAEP assessment framework – not on state standards
- ▶ Given every other year in math and reading
- ▶ Grades 4 and 8
- ▶ A student takes 1 / 5 of the assessment
- ▶ Sampling of students (approximately 3,000 in each grade level and subject area)
- ▶ Achievement levels of basic, proficient, advanced
- ▶ Direct comparisons of state assessment results cannot be made
- ▶ Results at the state level

NAEP

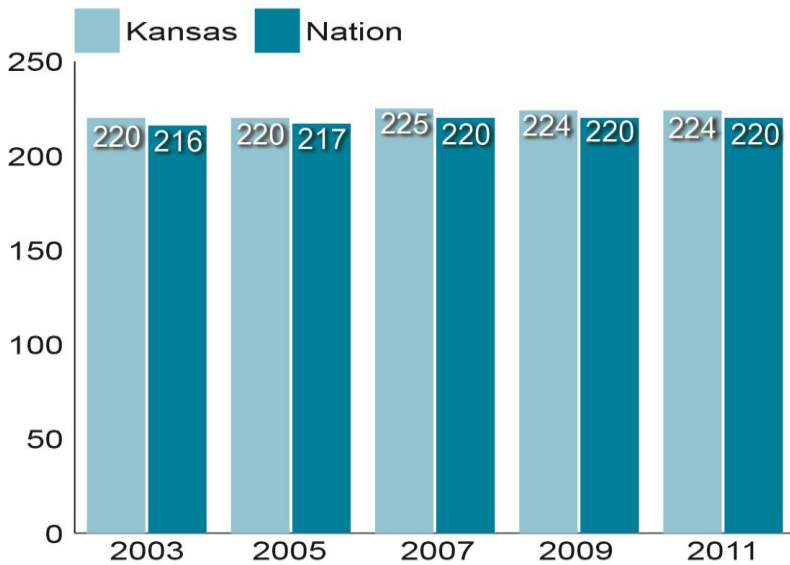
Mathematics - 4th Grade



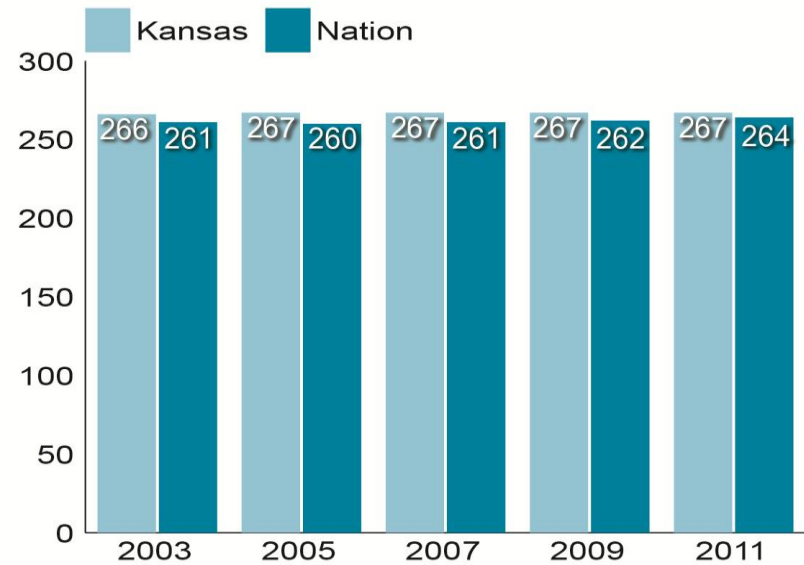
Mathematics - 8th Grade



Reading - 4th Grade



Reading - 8th Grade



The Work Ahead in 2012

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Through December 2012 (Green=end of 2011; Yellow=end of 2012)

Delivery system	Effective educators	Effective, visionary leaders	Collaboration
Multi-tier system of support	Barriers to teacher licensure & renewal	Review/revise leader preparation programs	Align PreK–20 systems of support
Accreditation of schools	Teacher recruitment, support & retention	Leader recruitment, support & retention	Communication
Graduation requirements, graduation rates, dropout rates	Educator evaluation & compensation	Leader evaluation & compensation	Strategic partnerships
Career & technical education	Review/revise teacher preparation programs		
Growth model			1/30/2012

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ESEA Flexibility Waiver – Kansas

- ▶ Specific target (AYP) will no longer exist
- ▶ Achievement based on multiple measures of:
 - Achievement
 - Growth
 - Gap
- ▶ Teacher and leader evaluations based, in part, on student achievement
- ▶ Due by February 21, 2012
- ▶ If granted, will be in place until ESEA is reauthorized

ESEA Flexibility

4 Required Principles

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

Principle 1 –College and Career Expectations for all Students

- ▶ College and career ready standards (Kansas adopted the Common Core State Standards in English language arts and math)
- ▶ High quality assessments aligned with CCRS (grades 3–8, HS)—Smarter Balanced Assessment Consortium
- ▶ Academic achievement standards measure student growth
- ▶ English Language Proficiency (ELP) standards aligned to CCR
- ▶ ELP assessments aligned with standards

Principle 2–Differentiated Recognition, Accountability, and Support

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

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

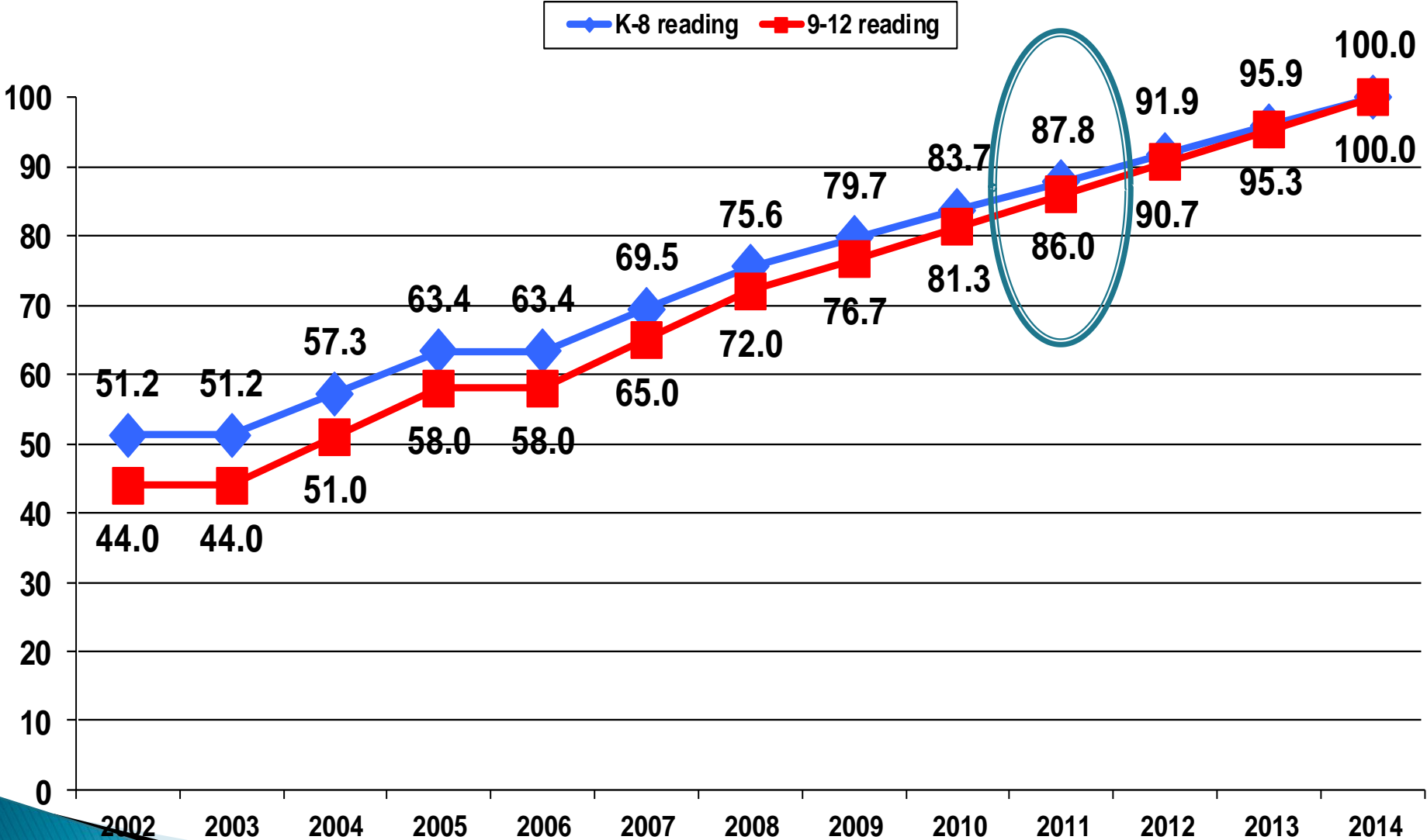
Identifying Priority Schools (lowest 5% of Title I schools)

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





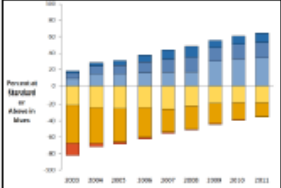


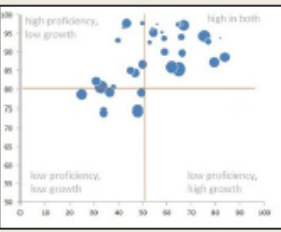


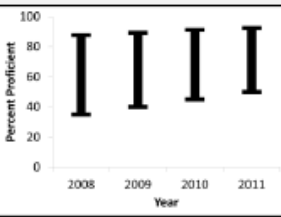


Principle 2 AMOs for AYP

- ▶ 2012—Use 2011 AYP Targets
- ▶ 2013—Annual Measurable Objectives (AMO) for Adequate Yearly Progress (ambitious but achievable)
 - Achievement
 - Growth
 - Gap

AYP - Reading



DRAFT--Reporting

<p style="text-align: center;">2011 – 2012</p> <p>School: _____ Grade Levels: _____ USD #: _____ Enrollment: _____ Address: _____ _____</p>	<p style="text-align: center;">Kansas Comparison Quick View:</p> 
<p style="text-align: center;">Multiple Measures Summary:</p> <p>* % Proficient Math _____ * Gain Math _____ * % Proficient Reading _____ * Gain Reading _____ * Average score Math _____ * High/Low Gap Math _____ * Average score Reading _____ * High/Low Gap Reading _____</p>	<p>*Math/Reading * % Proficient/Av. Score/Gap/ Gain 2012 M/R score for building was _____.</p> <p>  Building scored higher than _____ buildings.  Building scored lower than _____ buildings.  Score not significantly different than _____ buildings. </p>
<p>Achievement: *Combined *Math *Reading</p>  <p>*BLDG *BLDGS in USD *USD *State  Print  Export</p>	<p>Text explaining what achievement is... What the target is and what the target represents... What the results indicate...</p> <hr/> <p style="text-align: center;"> PDF Report PDF Report </p>
<p>Gain/Growth: *Combined *Math *Reading</p>  <p>*BLDG *BLDGS in USD *USD *STATE  Print  Export</p>	<p>Text explaining what gain/growth is... What the target is and what the target represents... What the results indicate...</p> <hr/> <p style="text-align: center;"> PDF Report PDF Report </p>
<p>Gap Reduction: *Combined *Math *Reading</p>  <p>*BLDG *BLDGS in USD *USD *STATE  Print  Export</p>	<p>Text explaining what gap reduction is... What the target is and what the target represents... What the results indicate...</p> <hr/> <p style="text-align: center;"> PDF Report PDF Report </p>

Principle 3 – Supporting Effective Instruction & 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–Timeline

2011–12—Adopt guidelines (*Piloting Kansas Education Evaluation Protocol – KEEP – currently*)

2012–13—Develop evaluation & supports

2013–14—Pilot

2014–15—Fully implement

Principle 4

Reducing Duplication and Unnecessary Burden

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

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From QPA to 21st Century Accreditation

- ▶ Moving *from* Quality Performance

Accreditation of $Q + P = A$

- ▶ *To*

- ▶ 21st Century Accreditation

21st Century Accreditation

Relationships

Relevance

Rigor

Results

**Responsive
Culture**

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The Common Core State Standards Initiative

Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K–12 English–language arts (ELA) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** is a state–led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

The Kansas State Board of Education formally adopted the Common Core State Standards for mathematics and English language arts on October 12, 2010.

www.corestandards.org

<http://www.ksde.org/kscommoncore>

Kansas Common Core Standards Transition Timeline

2010-2011 School Year	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
<p align="center">Phase 1</p> <p><u>Standards</u></p> <ul style="list-style-type: none"> Maintain 2003 Standards and 2010 Standards on KSDE website/USMRS Solicit input/feedback from field regarding need for: <ul style="list-style-type: none"> Crosswalk documents Bridging documents <p><u>2011 Assessments</u></p> <ul style="list-style-type: none"> No changes <p><u>2012 Assessments</u></p> <ul style="list-style-type: none"> Few changes Drop some KS indicators no longer aligned with CCS Perhaps pilot limited number of SBAC items Adjust reporting to report by CCS rather than KS indicator Update Assessment Framework and Test Spec. documents <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Solicit input and feedback from field on PD needs Focus on CCS Awareness: <ul style="list-style-type: none"> Conferences/Workshops Online Standards Modules Summer Academies (potential collaboration with KATM, KATE, KRA, and/or others) 	<p align="center">Phase 2</p> <p><u>Standards</u></p> <ul style="list-style-type: none"> Maintain 2003 Standards and 2010 Standards on KSDE website/USMRS If needed, refine: <ul style="list-style-type: none"> Crosswalk documents Bridging documents <p><u>2013 Assessments</u></p> <ul style="list-style-type: none"> Some changes Replace more old items with SBAC items Reporting based on CCS rather than KS indicator Update Assessment Framework and Test Spec. documents <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Solicit input and feedback from field on PD needs Focus on CCS alignment: <ul style="list-style-type: none"> Conferences Workshops Summer Academies (potential collaboration) 	<p align="center">Phase 3</p> <p><u>Standards</u></p> <ul style="list-style-type: none"> Maintain 2010 standards on KSDE website/USMRS; archive 2003 standards If needed, refine: <ul style="list-style-type: none"> Crosswalk documents Bridging documents <p><u>2014 Assessments</u></p> <ul style="list-style-type: none"> Greater changes Replace even more old items with SBAC items Update Assessment Framework and Test Spec. documents <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Solicit input and feedback from field on PD needs Focus on developing additional resources for gaps in CCS alignment 	<p align="center">Phase 4</p> <p><u>Standards</u></p> <ul style="list-style-type: none"> Maintain 2010 standards on KSDE website/USMRS; archive 2003 standards <p><u>2015 Assessments</u></p> <ul style="list-style-type: none"> Fully operational SBAC <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Solicit input and feedback from field on on-going CCS PD needs 	

Details included will be re-evaluated and refined based upon on-going input from the field and other developments.

Document available at: <http://www.ksde.org/Default.aspx?tabid=4605>

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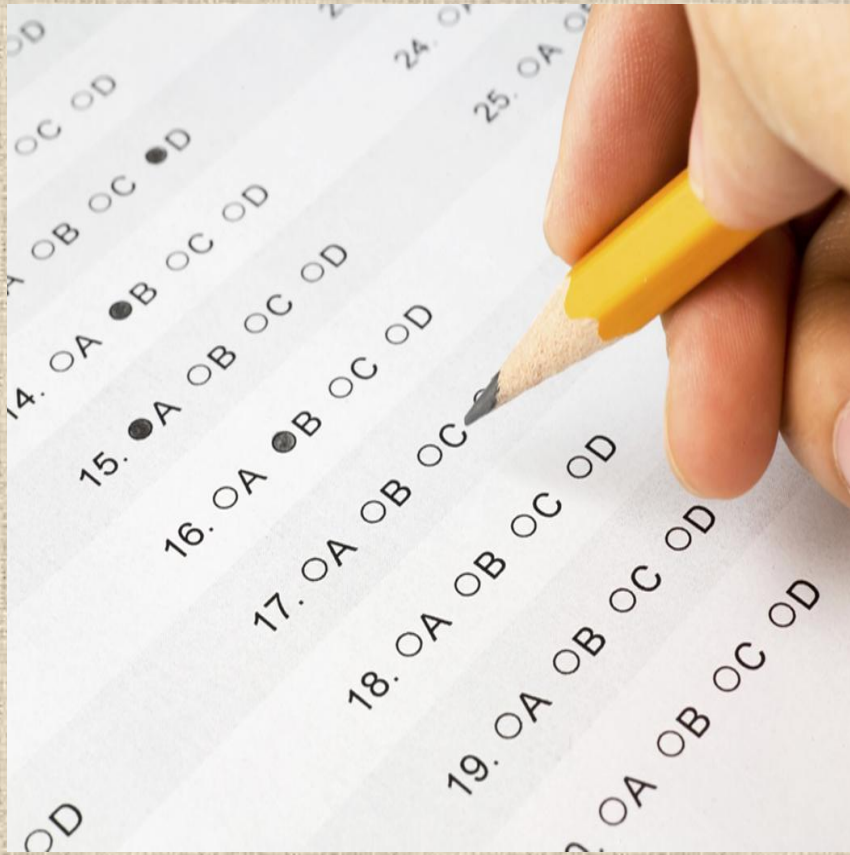
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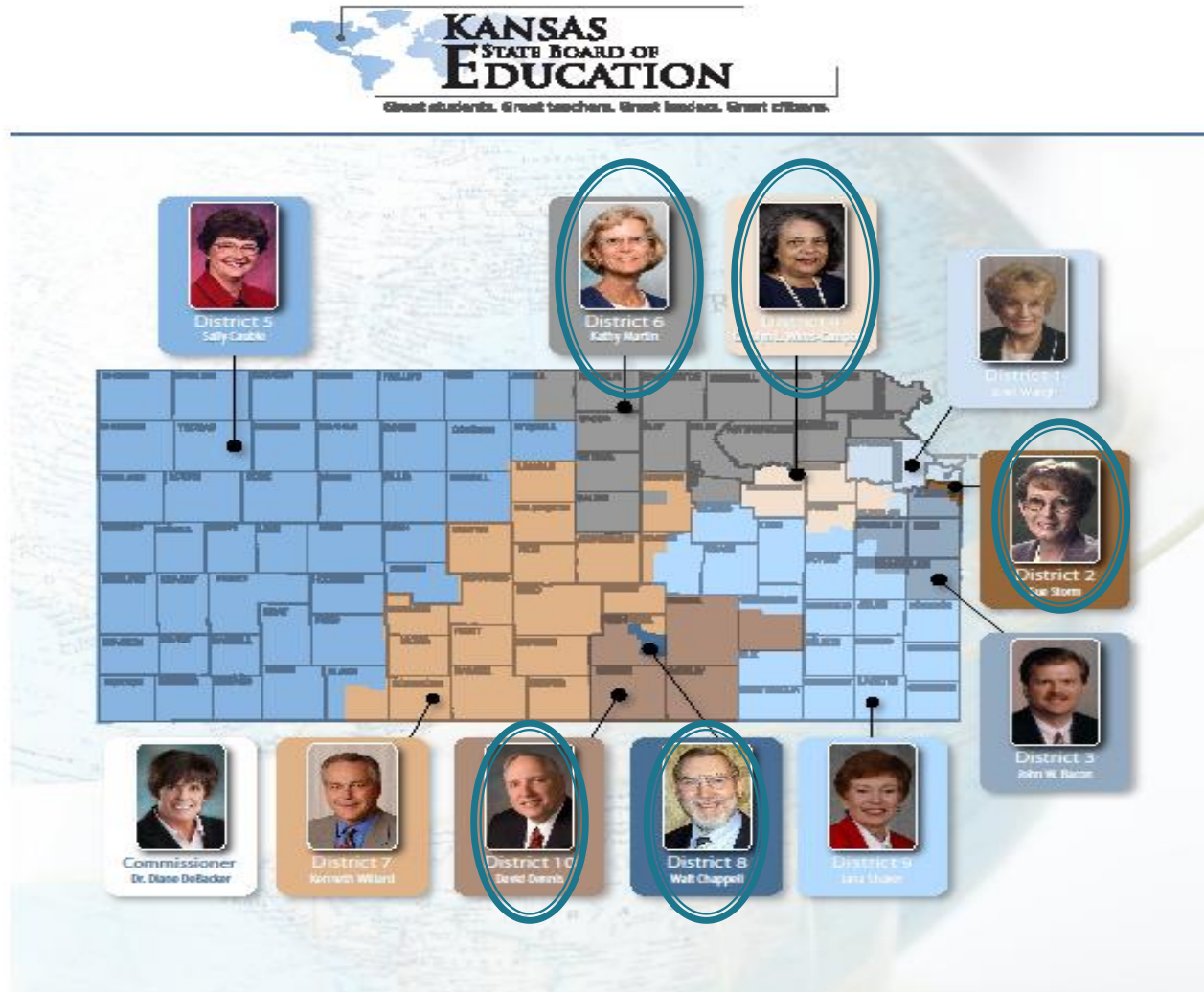
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State Board Positions to be Determined in November Election



Questions, Discussion

