


Diane DeBacker

KANSAS
ESEA
Flexibility
Waiver




Kansas ESEA
Flexibility Waiver Overview

September 2012


Why Was ESEA Waiver Available?

- Congress has not reauthorized Elementary & Secondary Education Act (ESEA), currently known as No Child Left Behind (NCLB)
- U.S. Department of Education (ED) offered states relief from certain provisions of ESEA
- In order to improve academic achievement and increase the quality of instruction for all students through state and local reforms

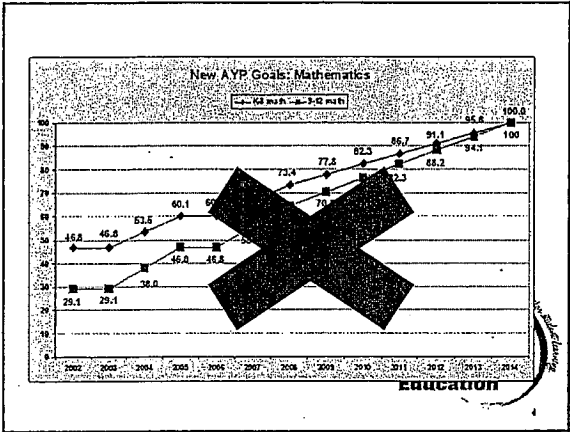


Why Kansas Sought a Waiver

- To move away from the narrowly defined accountability system in NCLB (100% proficient)
- To develop new accountability system using multiple measures and goals unique to each school/district
- To gain a more meaningful measure of the success and progress of Kansas schools
- Already doing many of the parts of the waiver




Legislative Educational
Planning Committee
Date 9/9/12
Attachment# 5




What Changes in New System?

- No more Adequate Yearly Progress (AYP) beginning with 2013 assessments
- No more 100% proficient by 2014
- No more Title I schools or districts on improvement
- No more sanctions for Title I schools - choice or supplemental educational services (SES – after school tutoring), etc.



Principles of the Way We

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



Principle 1: College and Career Ready Expectations for All Students

- Implement KS Common Core Standards (College & Career Ready) in English/language arts and mathematics by 2013-2014
- Implement new high quality assessments aligned with CCS in 2014-2015
 - Smarter Balanced Assessment Consortium
 - Assessments in grades 3-8 and HS



Principle 1: College and Career Ready Expectations for All Students

- Adopt English Language Proficiency (ELP) standards aligned to CCS by 2013-2014
- Administer new ELP assessments aligned to new ELP standards by 2014-2015 (revise or replace the KELPA)



Principle 2: Data-Driven, Responsive Accountability and Support

- Accountability
 - Still use state assessments for reading and math
 - Look at state assessment data in four ways
 - Improving achievement
 - Increasing growth
 - Decreasing gap
 - Reducing non-proficient
 - Participation rates on state assessments
 - Graduation rates
 - Establish Annual Measurable Objectives (AMOs) for each




DRAFT KSDE/ESSEA Feasibility Measures DRAFT

<p>Measures - Reading</p>	<table border="1"> <tr><th>Measure</th><th>2011</th><th>2012</th></tr> <tr><td>...</td><td>...</td><td>...</td></tr> </table>	Measure	2011	2012
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<p>Measures - Math</p>	<table border="1"> <tr><th>Measure</th><th>2011</th><th>2012</th></tr> <tr><td>...</td><td>...</td><td>...</td></tr> </table>	Measure	2011	2012
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<p>Measures - Science</p>	<table border="1"> <tr><th>Measure</th><th>2011</th><th>2012</th></tr> <tr><td>...</td><td>...</td><td>...</td></tr> </table>	Measure	2011	2012
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<p>Measures - Writing</p>	<table border="1"> <tr><th>Measure</th><th>2011</th><th>2012</th></tr> <tr><td>...</td><td>...</td><td>...</td></tr> </table>	Measure	2011	2012
Measure	2011	2012					
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Principle 2: Accountability - AMOs

- Each performance area has its own annual measurable objective (AMO)
- AMOs calculated for schools, districts and state
- AMOs unique to each school/ district
- All students, traditional subgroups, and lowest 30% group (if 30 students in group)



Example: Achievement AMO

- Assessment Performance Index - API
 - Acknowledges results at all performance levels
 - AMO – Amount of Improvement based on what quartile school is in



Calculating API

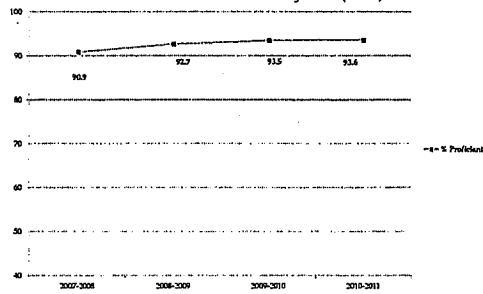
An Example of Calculating the Assessment Performance Index (API) for a School:

Performance Category	Points per Category	# of Students	% of Students	Total Points
Exemplary	1000	55	21%	55,000
Exceeds Standard	750	90	35%	67,500
Meets Standard	500	82	31%	41,000
Approaching Standard	250	30	11%	7,500
Academic Warning	0	4	2%	0
Totals		261		171,000

Assessment Performance Index = $171,000 \div 261 = 655$

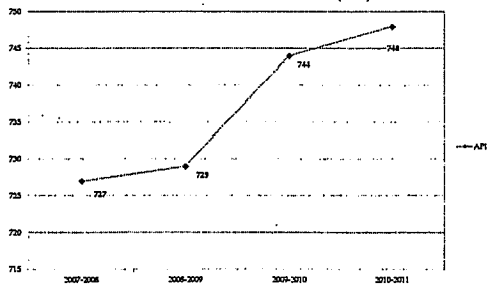
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% Proficient—Old System (AYP)



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Assessment Performance Index (API)



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Principle 2 Recognition & Support

- Identify Title I Reward, Priority and Focus Schools:
 - Reward Schools: Highest performance or highest progress (10% of Title I schools= 66)
 - Priority Schools: Lowest performing (5% of Title I schools= 33)
 - Focus Schools: Largest gaps between state benchmark and lowest achieving students in school (10% = 66)



Principle 2 Recognition & Support


- Identification of these schools is based on
 - Reading and math assessment results combined
 - Multiple years of data
 - "All Students" group
- Priority & Focus schools implement interventions
- Federal School Improvement Grants & Title I funds available for the Priority & Focus Schools
- Kansas Learning Network provides support



Principle 3 Supporting Effective Instruction


Implement teacher & principal evaluation & support systems that:

- Are used for continual improvement of instruction
- Use at least 3 performance levels
- Use multiple measures including student growth as significant factor
- Are used to evaluate on a regular basis
- Provide clear, timely, and useful feedback
- Are used to inform personnel decisions




Which Evaluation System?

- No specific system is required; however, all teacher and principal evaluation systems must meet the Kansas guidelines for educator evaluation.
- Kansas Educator Evaluation Protocol (KEEP) is a model which districts may use
- If districts use own system, it will be reviewed by KSDE to ensure it meets guidelines




Principle 3 Timeline

- 2011-12 – Kansas guidelines submitted for ED Peer Review
 - By end of 2012-2013 define student growth & how used as significant factor in educator evaluations
 - State assessments
 - Other measures to be determined
 - Teaching in Kansas Commission II
 - Makes recommendations on student growth as significant factor in educator evaluations
 - State Board makes final decision



Implementation Timeline

- 2012-13 –
 - Districts determine whether use KEEP or own system; submit own system for review
 - Teaching in Kansas Commission II
 - Pilot KEEP
- 2013-14 – Pilot
- 2014-15 – Fully implement



Waiver Helps with Transition

- Focus on common core standards
- Develop and implement next generation of state assessments
- Design a new accreditation system
- Prepare for a future reauthorized ESEA